



**ManorAcademy**  
Aspire Achieve Excel

**Heroes and Villains**  
**KNOWLEDGE ORGANISER**  
**Y7**



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# UNIT SHEETS

This section of your Knowledge Organiser contains the unit sheets for each topic. Use them to make sure you know what is required at each stage of your learning.

# English Learning Journey



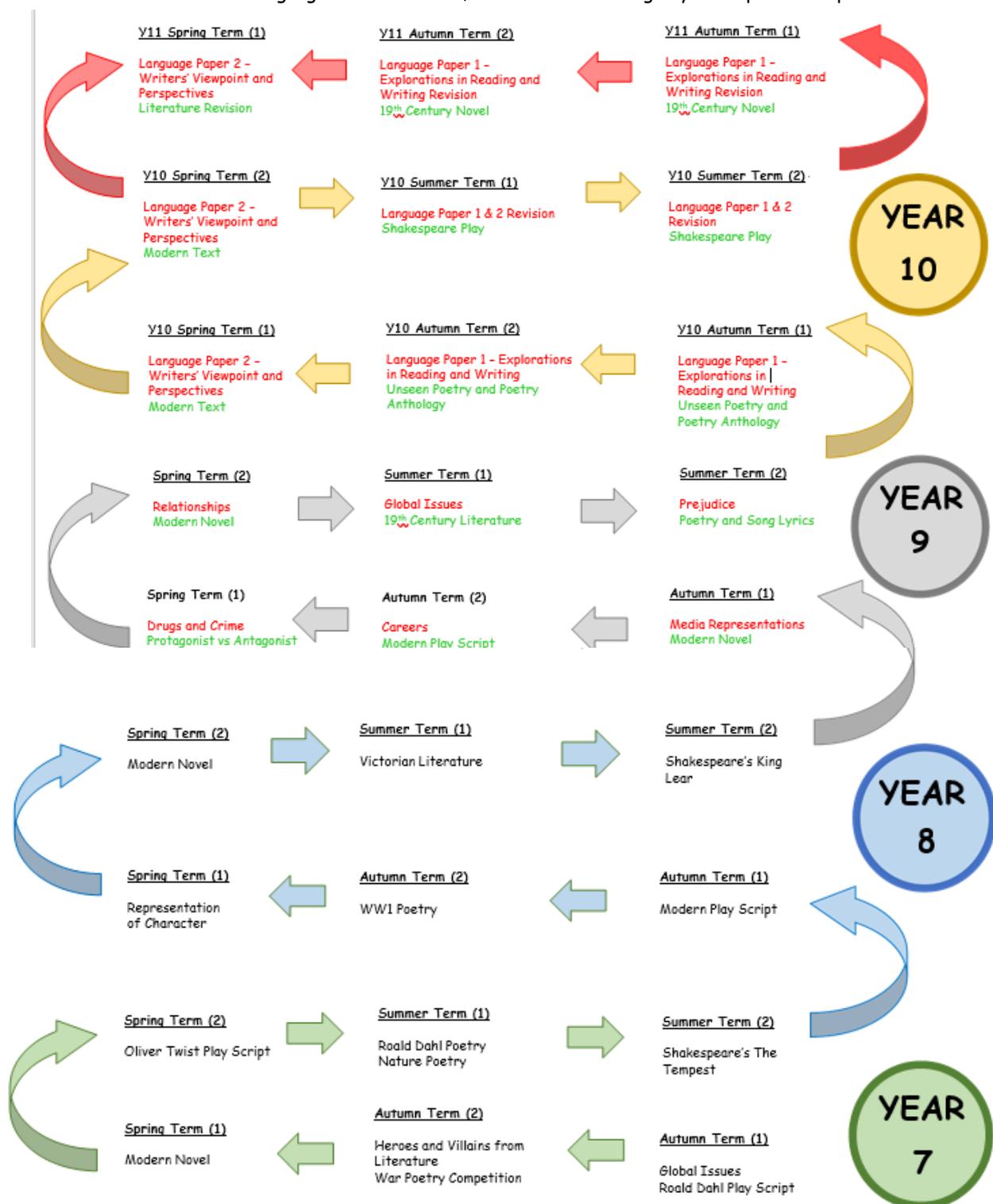
## Key

English Language Topics

English Literature Topics

Studying English at The Manor Academy allows you to be submerged in an immense array of texts that will challenge, inspire and excite you. Your teachers aim to provide you with the knowledge and tools needed to appreciate the true beauty of both spoken and written language. Exploratory class discussions and sharing of ideas about the writer's craft is an integral part of our curriculum, as we wish for you to discover your voice, opinions and ideas about a range of Literature texts. The English Department take pride in preparing you not only for tasks in the classroom, but also for life outside of The Manor Academy. We offer the opportunity to explore current worldwide topics to widen understanding of the world in which you live. Sharing our passion for reading, writing, spelling and grammar helps to ignite a passion for studying in all classrooms. Challenging texts are explored and we push you to think outside of the box to develop your own opinions. We aspire to have every student **achieve** in English through our well-planned curriculum to ensure happiness, creativity and success.

The English curriculum provides you with the knowledge required for you to thrive in your studies and in your life beyond school in the wider world. Our content-rich curriculum is sequenced through the years to ensure you acquire the skills and knowledge required to succeed in your end of school examinations, whilst also being underpinned by breadth, depth and challenge of a variety of texts from a range of periods throughout history. We focus on teaching a range of carefully selected key skills, across each year group, which will ensure we are exposing you to the richness of Language and Literature, whilst also revisiting key concepts at deeper levels.



# Links Between Learning



## Fiction

Y7-11

Reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers

## Writing to Narrate

Y7-11

A piece of writing characterised by a main character in a setting who encounters a problem or engages in an interesting, significant or entertaining activity or experience

## Writing to Describe

Y7-11

A piece of writing which describes a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses.

## Shakespeare

Y7- The Tempest

Y8- King Lear

Y9- Media Representations

Y10/Y11- Romeo & Juliet or Macbeth

## Modern Texts and Drama

Y7- Charlie and the Chocolate Factory, The BFG, James and the Giant Peach, The Demon Headmaster, Private Peaceful, Buddy, Skellig, Northern Lights or War Horse.

Y8- Our Day Out, Frankenstein, Dracula, The Boy in the Striped PJ, Stone Cold, Noughts and Crosses, Curious Incident of the Dog in the Night Time, A Monster Calls, Face or The Edge

Y9- DNA, Woman in Black, Of Mice and Men, To Kill A Mockingbird, Buffalo Soldier, My Sister Lives on the Mantelpiece or Sunlight on the Grass Short Story Collection

Y10/Y11- Animal Farm, Blood Brothers, An Inspector Calls or Lord of the Flies

## Non-Fiction

Y7-11

Reading sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader

## Writing to Present a Viewpoint

Y7-11

Producing a written text to a specified audience, purpose and form in which they give their own perspective on a given theme.

## Speaking and Listening

Y7-11

Adapting language to suit the situation and linking your listening and speaking skills to be able to respond to any argument.

## Nineteenth Century Text

Y7- Oliver Twist

Y8- Victorian Literature Extracts

Y9- Dracula, Frankenstein or Sweeney Todd

Y10/Y11- A Christmas Carol or Jekyll and Hyde

## Poetry

Y7- Revolting Rhymes or Nature Poetry

Y8- War Poetry

Y9- Poetry and Song Lyrics

Y10/Y11- Unseen Poetry, Power and Conflict or Love & Relationships

## Characterisation, Themes & Context

Y7- Modern Plays, Heroes and Villains, Modern Texts, Oliver Twist, Poetry and Shakespeare

Y8- Modern Plays, Poetry, Media Representations, Modern Novel, Victorian Literature and Shakespeare

Y9- Modern Texts, Modern Play, Protagonist vs Antagonist, 19<sup>th</sup> Century Play and Poetry

Y10/Y11- Shakespeare, 19<sup>th</sup> Century Novel, Modern Texts and Play

# Links Between Learning



## Fiction

When have you looked at Fiction in Term 1? How has this linked to other learning in Y7?

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When have you looked at Fiction in Term 2? How has this linked to other learning in Y7?

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When have you looked at Fiction in Term 3? How has this linked to other learning in Y7?

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# Links Between Learning



## Non- Fiction

When have you looked at Non-Fiction in Term 1? How has this linked to other learning in Y7?

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When have you looked at Non-Fiction in Term 2? How has this linked to other learning in Y7?

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When have you looked at Non-Fiction in Term 3? How has this linked to other learning in Y7?

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# Links Between Learning



## Narrative Writing

When have you looked at Narrative Writing in Term 1? How has this linked to other learning in Y7?

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When have you looked at Narrative Writing in Term 2? How has this linked to other learning in Y7?

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When have you looked at Narrative Writing in Term 3? How has this linked to other learning in Y7?

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# Links Between Learning



## Writing to Present a Viewpoint

When have you looked at Writing to Present a Viewpoint in Term 1? How has this linked to other learning in Y7?

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When have you looked at Writing to Present a Viewpoint in Term 2? How has this linked to other learning in Y7?

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When have you looked at Writing to Present a Viewpoint in Term 3? How has this linked to other learning in Y7?

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# Links Between Learning



## Writing to Describe

When have you looked at Writing to Describe in Term 1? How has this linked to other learning in Y7?

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When have you looked at Writing to Describe in Term 2? How has this linked to other learning in Y7?

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When have you looked at Writing to Describe in Term 3? How has this linked to other learning in Y7?

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# Links Between Learning



## Speaking and Listening

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When have you looked at Speaking and Listening in Term 2? How has this linked to other learning in Y7?

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When have you looked at Speaking and Listening in Term 3? How has this linked to other learning in Y7?

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# Links Between Learning



## Drama Unit

How has this linked to other learning in Y7?

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## Heroes and Villains

How has this linked to other learning in Y7?

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## Modern Texts

How has this linked to other learning in Y7?

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## Victorian Literature

How has this linked to other learning in Y7?

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## Poetry

How has this linked to other learning in Y7?

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## Shakespeare

How has this linked to other learning in Y7?

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Skill	Rating			Where to find help
	Term 1	Term 2	Term 3	
<p><i>Reading</i></p> <p><b><u>Use a range of strategies, including accurate decoding of text, to read for meaning.</u></b></p> <p>Key words read on sight.</p> <p>Show awareness of reading for meaning, frequent errors made.</p> <p>Decode accurately, showing understanding of text, some errors made.</p> <p>Demonstrates ability to use strategies to decode meaning.</p> <p>Demonstrates wide range of strategies to decode general texts.</p> <p>Uses wide range of strategies to decode even complex texts accurately.</p> <p>Engages with a full range of strategies, using them to fully decode texts.</p> <p><b><u>Describe, select or retrieve information, events or ideas from text and use quotation and reference to text</u></b></p> <p>Some specific, straightforward information recalled</p> <p>Able to retrieve simple information from text. Some comments include quotes</p> <p>Able to retrieve simple information and find quotations to support ideas when prompted</p> <p>Retrieve information from text, using this to for answers. Begins to use quotation PEE begun to be effective</p> <p>Detailed information retrieved from text, using this to for answers. PEE used effectively</p> <p>Confident use of information, used to support ideas. Quotations apt and supportive of points PEE used confidently</p> <p>Concise quotations used to fully support points. Information is fully understood and used to support ideas PEE used successfully.</p> <p><b><u>Deduce, infer or interpret information, events or ideas from texts</u></b></p> <p>Simple meanings and links made</p>				

<p>Simple literal meanings in texts understood made from a point of reference in the text</p> <p>Some complex literal ideas understood. Inference identified but often turns into description</p> <p>More complex literal ideas understood. Inference identified but not developed or supported</p> <p>Deduce or infer from range of texts, giving simple evidence Ideas expanded clearly</p> <p>Inference and deduction is sustained demonstrating clear interpretation skills Different layers of meaning identified</p> <p>Inference and deduction is sustained demonstrating astute interpretation skills Different layers of meaning identified and sustained in writing</p> <p><b><u>Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</u></b></p> <p>Aware of text organisation - beginning, middle, end</p> <p>Pupils identify opening, development and ending of text</p> <p>Pupils identify structure of text with some reference to effective strategies Simple structural features identified</p> <p>Pupils make initial comments on structural features and why they are used</p> <p>Comments on structural and organisational features sustained showing awareness of how they are used</p> <p>Full exploration of writers' intentions in using structural and organisational devices and their effect</p> <p>Full independent and original exploration of writers' intentions in using structural and organisational devices and their effect on readers</p> <p><b><u>Comment on writers' uses of language, including grammatical and literary features at word and sentence level</u></b></p> <p>Some effective language choices noted</p> <p>Basic word classes identified correctly</p> <p>Basic language features identified within a text</p>				
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Awareness of effects of language features within a specific text when supported by teacher

Independent awareness of effect of language techniques explained in written response

Strong explanation of writers' choices of words and devices and effect on reader with evidence given

Independent and original explanation of writers' choices of words and devices and effect on reader, explaining cause and evidence given

**Identify and comment on writers' purposes and viewpoints, and the effect of the text on the reader**

Awareness that a writer has a viewpoint.  
Simple comments on likes and dislikes

Main plot of text identified/main purpose  
Express personal opinion

Main themes and writers' purpose identified in a text

Clearly explain writers' viewpoint and intentions for writing

Writers' viewpoint identified with supporting evidence

Subtle influences such as bias identified in writers' purpose.  
Deduction used to show layers of text

Subtle influences such as bias identified in writers' purpose.  
Deduction used to show layers of text, supported by quotations. Effect on reader evident

**Relate texts to their social, cultural and historical contexts and literary traditions**

Recognise different types of texts

Identification of origins of text  
Recognise similarities between texts

Identification of origins of text shown and how this is seen in writing

Awareness of how context affects the text is demonstrated in writing

Writers' intentions framed within clear understanding of context

Awareness of cultural bias on writer and reader demonstrated through written responses, supported by quotations

Astute awareness of cultural bias on writer and reader demonstrated through written responses, fully supported by quotations

*Writing*

**Write imaginative, interesting and thoughtful texts**

Some relevant ideas. Some good word choices

Some ideas expressed clearly. Use simple adjectives.

Ideas generally clear and engaging

Texts try to engage reader's interest by specific techniques

Texts are interesting and engaging in parts, using techniques to control reader's reactions

Relevant material is developed confidently and with interesting use of varied techniques

Engages and maintains the interest of the reader by presenting a coherent account using techniques in a challenging way

**Produce texts which are appropriate to purpose, audience and format**

Some basic purpose  
Some features of form  
Some attempt to adopt style

Purpose established generally  
Some attention to reader

Text is mostly for purpose. Initial reference to audience

Consistent reference to audience and purpose

Style wholly appropriate to purpose and audience. Key markers are used throughout

Appropriate and engaging style which challenges the purpose

and audience

A coherent account with distinctive features of purpose, audience and format using original stylistic features

**Organise and present whole texts effectively, sequencing and structuring information & ideas**

Some basic sequencing of ideas  
Openings and closings sometimes signalled

Piece has beginning, middle and ending

Clear order established. Paragraphs link together well

Structure of text seen clearly. Reader follows sequence supported by markers

Reader follows a developed, engaging argument with ideas sequenced logically

Various structural effects are used. Consistent grasp of effects of structure on text

Distinctive structural effects are used. Consistent grasp of effects of structure on reader

**Organise and present whole texts effectively, sequencing and structuring information & ideas**

Some basic sequencing of ideas  
Openings and closings sometimes signalled

Piece has beginning, middle and ending

Clear order established. Paragraphs link together well

Structure of text seen clearly. Reader follows sequence supported by markers

Reader follows a developed, engaging argument with ideas sequenced logically

Various structural effects are used. Consistent grasp of effects of structure on text

Distinctive structural effects are used. Consistent grasp of effects of structure on reader

**Construct paragraphs and use cohesion within and between paragraphs**

Ideas grouped by content  
Some simple pronouns

No paragraphs are used  
Some links between sentences

Some evidence of paragraphs

Clear paragraphs, organised logically. Links made clearly refer to previous points

Ideas are linked thoroughly throughout the text. Paragraphs are used for effect

Ideas are linked imaginatively throughout the text. Paragraphs are used for effect

Ideas linked thoroughly and imaginatively in secure, varied paragraphs

**Vary sentences for clarity, purpose and effect**

Some variation in sentences starters  
Use of and  
Past and present tense generally consistent

Basic structure of sentences is correct  
And, but, so

Some use of grammatically complex sentences

Simple and complex sentences used

Range of simple and complex sentences contribute to the effectiveness of the writing

Range of sentence structures create interest and challenge the reader

Range of sentence structures challenge the reader evoking a particular style

**Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences**

Mostly grammatically correct

Capital letters and full stops  
Some use of question marks, exclamation marks and list commas.

Limited use of speech marks  
Capital letters full stops  
question marks, exclamation marks and list commas used

Punctuation to mark boundaries is used accurately.  
Expression generally correct

A range of punctuation is used, usually correctly to clarify meaning

A full range of punctuation is used correctly to clarify meaning and express ideas accurately

Correct punctuation and expression is used imaginatively to create impact and tone

Consistent grasp of expression and punctuation used for creative and original effect

### **Select appropriate and effective vocabulary**

Speech-like vocab  
Some adventurous word choices

Simple appropriate vocab used.

Some words selected for effect.  
Beginning to use vocabulary accurately

Vocabulary reasonably wide, though some words may not be used precisely.

Varied vocabulary contributes to the effectiveness of writing. Some extended vocab seen.

Effective vocabulary used to create effect and variety.  
Wide range of vocabulary shown throughout.

Precise use of vocabulary enables clarity and emphasis.  
Vocabulary challenging throughout.

### **Use correct spelling**

Common, single morpheme words correct

Spelling of simple words is usually accurate.  
Some multiple morpheme words correct

Spelling of simple words and common polysyllabic words is generally accurate

Spelling is usually accurate, including words with complex regular patterns

Spelling is generally accurate, although there may be errors in difficult words. Few difficult words are shown.

Spelling, including complex irregular words, is correct. Some extended vocabulary seen.

Spelling, including complex irregular words, is correct. Work demonstrated complex words consistently.

### Literature sentence starters:

Literature Phrasing: How does {writer} present the character/theme of... ?

Point- {writer} presents the theme/character of... to be...

Evidence- '...'

Explain- As a reader, I infer...

Language- I think that the word '...' implies to the reader...

Context- Perhaps {writer} is trying to indicate...

Audience- This might make a reader think/feel/question... because...

Purpose- I think that {writer} could be aiming to show

### Language: Fiction

#### Q2 - Language

Phrasing: How does {writer} use language to present the character of {...}?

... is described/presented to be...

'...'

To me, as the reader, this gives the impression...

The writer has used the key word '...' which makes us think of/that...

#### Q3 - Structure

Phrasing: How does {writer} construct the text to get your attention?

The writer has constructed the text by using {feature} at the beginning/middle/end

'...'

This suggests...

By constructing the text this way, the reader focuses on... this gets my attention as...

#### Q4 - Language

Phrasing: {writer} uses language to present the character of {...} as... Do you agree with this statement?

The statement can be agreed/disagreed with because... is described/presented to be...

'...'

To me, as the reader, this gives the impression...

The writer has used the key word '...' which makes us think of/that...

### Writing to describe:

1. Set the scene
2. Bring in a character (person/animal/object)
3. Explore the character's thoughts and feelings.
4. Go back to the past or forward to the future.
5. Zoom back out to the scene

### Language: Non-fiction

#### **Q2 - Summary**

Phrasing: How do {writer} and {writer} show differences/similarities of {...}?

The writer of Source A shows...

'...'

This is implying...

[connective]

The writer of Source B shows...

'...'

This is implying...

#### **Q3- Language**

Phrasing: How does {writer} use language to present the character of {...}?

... is described/presented to be...

'...'

To me, as the reader, this gives the impression...

The writer has used the key word '...' which makes us think of/that...

#### Q4- Language

Phrasing: How do {writer} and {writer} use language to present their thoughts and feelings {...}?

{writer}, the writer of Source A presents their thoughts about... as positive/negative

'...'

To me, as the reader, this gives the impression...

The writer has used the key word '...' which makes us think of/that...

[connective]

{writer}, the writer of Source B presents their thoughts about... as positive/negative

'...'

To me, as the reader, this gives the impression...

The writer has used the key word '...' which makes us think of/that...

#### Writing to present a viewpoint:

1. Introduce the form, layout and topic of focus
2. Point 1 - I think...
3. Point 2 - An important point is...
4. Point 3 - A vital and perhaps the most imperative point is...
5. For the future, I would like to see...

# POWERFUL KNOWLEDGE

In this section you can find the key information your teachers want you to know, understand and be able to recall.

## Improve your vocabulary

- Bad: Awful, wretched, atrocious, terrible, dreadful, cruel, disastrous, tyrannical
- Harmful: damaging, detrimental, grievous, unfortunate
- Good: Amazing, incredible, wonderful, lovely, excellent, marvellous, superb, splendid
- Sad: Miserable, upsetting, heart breaking, distraught, sombre, solemn, woeful
- Happy: Joyful, content, merry, cheerful, jovial, gleefully, radiant, bliss, ecstatic
- Okay: Satisfactory, adequate, acceptable, tolerable
- Right: Ethical, moral, righteous, virtuous, upright, upstanding, exemplary
- Pretty: Beautiful, stunning, heart stopping, attractive, charming, delightful
- Exciting: Exhilarating, thrilling, intoxicating, invigorating, compelling
- Worry: Nervous, gingerly, with trepidation, distressing
- Shades of red: Crimson, scarlet, ruby, burgundy, vermillion
- Shades of blue: periwinkle, navy, midnight, sea, royal, teal, turquoise, cobalt, cerulean
- Shades of green: forest, khaki, jade, emerald, lime, mint, sage, moss, olive
- Shades of yellow: lemon, banana, daffodil, mustard, honey, amber, gold, saffron
- Shades of white: ivory, pearl, alabaster, snow, cream, cotton, salt, porcelain, rice
- Black: ebony, night, raven, oil, soot, onyx, ink, jet, obsidian, coal, pitch
- Walked: limped, hurried, stroll, saunter, amble, trudge, hike, trek, march, patrol
- Looked: peered, seek, sought, examine, glance, gaze, stare, focus, inspect, scan, scrutinise, regard, consider, study
- Cried: sobbed, sniffled, weep, wailed, bawl, howl, snivelling, whining, whimpering
- Said: exclaim, shout, utter, mutter, declare, announce, comment, gushed, acknowledged, added, blurted, interjected, drawled, jabbered

## Higher Level Vocabulary

- Trepidation- feeling really nervous and panicked about something.
- Crimson, blood, sangria merlot- all different shades of red
- Sombre- conveying a deep sadness and seriousness (very dark).
- Courageous- being really brave in the face of danger
- *Defiant*- when you are not willing to do as you have been asked
- Admirable/ commendable- when someone deserves a lot of respect because of how they act.
- Saturated - words to describe the ground being very wet.
- Wretched- awful, very bad
- Turbulent- when things don't go smoothly and there's problems
- Innocent - a pure, not guilty person
- Spineless- being weak and purposeless

Punctuation		
<b>Full stop</b>	.	Indicates that a sentence has finished.
<b>Comma</b>	,	Shows a slight pause in a sentence, separates clauses in a complex sentence and items in a list.
<b>Question mark</b>	?	Goes at the end of a question instead of a full stop.
<b>Exclamation mark</b>	!	Goes at the end of a dramatic sentence instead of a full stop to show surprise or shock. Only one is required at the end of a sentence if you are using it.
<b>Apostrophe</b>	'	Shows that letter(s) have been left out or indicates possession.
<b>Speech marks</b>	" "	Indicates direct speech - a character is talking. Remember to start a new line for a new speaker.
<b>Quote marks</b>	' '	When writing non-fiction texts, words inside quotation marks are ones you have taken from another source.
<b>Colon</b>	:	Introduces a list, a statement or a quote in a sentence.
<b>Semicolon</b>	;	Separates two clauses that are related and of equal importance.
<b>Dash</b>	-	Separates extra information from the main clause by holding words apart.  Used as a linking device in a sentence (e.g. 1914-1918). Can be used in dialogue when a speaker is interrupted.
<b>Brackets</b>	( )	They separate extra information from the main clause and can be used like dashes to hold words apart.
<b>Ellipsis</b>	...	To show a passage of time, to hook the reader and create suspense.  Used in speech when the speaker does not finish their sentence.  Also used when quoting in an essay to skip over irrelevant evidence.
<b>Hyphen</b>	-	Used to divide, combine and join words. Used to create compound adjectives (top-class) and for all compound numbers from twenty-one to ninety-nine.
<b>Single inverted commas</b>	' '	The titles of books, poems, movies, plays, games and television shows should be placed in single inverted commas.

## Key terms

<u>Term</u>	Definition	Example
Adjective	A word that describes a noun	The dark, red chair
Verb	A 'doing' word, an action	Look, looking, looked
Noun	A person, place or thing	House, table, girl
Pronoun	Referring to someone without using their name	He, his, she, her, they, them
Adverb	A word that describes a verb, often ends in 'ly'	Slowly, silently, suddenly,
Preposition	Describes where something happens	Under, over, on, between, beside
Imperative verb	A verb that instructs or commands, a 'bossy verb'	Put the kettle on Post this letter
First person	A story told in the point of view as if you are the character	I felt... My heart...
Third person	A story told as if you are not the character	She felt... Her heart...
Alliteration	Begins with the same sound or letter	Calmly climbing the cave
Simile	Comparing something by saying it is 'like' or 'as if' it were something else	She was cold as ice His heart pounded like a drum
Metaphor	Comparing something by saying it is something else	Her eyes were stars
Power of three (also called rule of three, triple)	Doing something three times - three reasons, three adjectives, three rhetorical questions	He stepped forward slowly, nervously, and shyly
Repetition	Repeating a word or phrase	You must go to school. You must listen to me. You must understand!
Onomatopoeia	Words or phrases that mimic sound	Bang, crash, creek, pitter patter
Personification	Giving an object human features	The sea chewed the sand The trees danced in the breeze

Hyperbole	Exaggerating	96% of pupils said...
Exclamatory sentence	Sentence ending with an exclamation mark to express shock, surprise, anger	Oh my goodness!
Rhetorical question	A question that does not need an answer	How dare you? Do you really think that's a good idea?
Emotive language	Language that creates emotion	They are at your mercy and
Juxtaposition	Two contrasting ideas	"It was the best of times, it was the worst of times."
Oxymoron	Two terms that contradict each other	A deafening silence
Pathetic fallacy	Weather that matches the mood	E.g. a storm in an argument scene
Statistics	Using numbers to support an argument	87% of people felt...
Direct address	Using "you" to address the reader	You must listen to me.
Flattery	Complimenting the audience	You're too smart to think that...

## Context

The Heroes and Villains unit aims to teach you to identify stereotypical traits of a hero and villain. The narratives you will analyse will all have a major contrast in good (heroes) versus evil (villains).

### The Avengers:

Marvel has a whole universe of heroes (Iron Man, Captain America, Spider Man...) who have their own films all about them becoming heroes and fighting their own villains. These heroes also unite and fight together to defeat Thanos in *The Avengers*. Thanos is a leader who invades whole planets and kills half of their population so that the people remaining can live more happily, with more resources, land, food, etc. He believes he is doing the right thing.

The film questions what the most moral thing to do is. The films are all written in the 21<sup>st</sup> century during many international changes (Government conflict in North Korea, USA, Russia, war and conflict in the Middle East, Global Warming, 2008 recession, 9/11, coronavirus) and as such, many people feel life has been uncertain and lacking direction. These films provide clear leaders and examples of heroes.

### Harry Potter:

Harry Potter is a book and film series about a young boy who discovers he is magical and goes to study at a school for witchcraft called Hogwarts. At this school, Harry learns his parents were killed by an evil wizard called Voldemort who had been trying to kill Harry all along. Harry and Voldemort engage in several epic battles whilst Harry is still a child. Voldemort has split his soul into several pieces which Harry discovers he needs to find these pieces hidden in objects to be able to finally kill Voldemort in the end.

The series questions how far people are willing to go to win and whether good always wins in the end. The series provides the moral of teamwork and supporting one another to overcome adversity.

### Peter Pan:

Peter Pan is a young boy who never grows old and lives in a world called 'Neverland' with the lost boys, a group of boys who don't have parents just like Peter Pan. One night, Peter and his fairy, Tinkerbell, fly into Wendy Darling's room and befriends her and her brothers, John and Michael. They go to Neverland and find that the island is also inhabited by Captain Hook, who is a pirate and Peter Pan's worst enemy. After some adventures, Wendy and her brothers decide to return home, only to be captured by Captain Hook. Peter Pan rescues them and together they kill all the pirates. Finally, the Darling siblings return home, whilst Peter Pan remains at Never Land to stay forever young.

The play was originally written in 1903, at a time when children were being viewed as more innocent and in need of protection, especially after the Industrial Revolution where Victorian children were made to work as chimney sweeps, in the mills and factories. The play aims to teach children to defeat their own bullies, work as a team, and highlight the differences in children (the heroes) and adults (the villains, as we see with Captain Hook).

### Matilda:

Matilda is a story about a bright, young girl with magical powers from an ordinary family who neglect her. Matilda goes to school for the first time and thrives - she loves her teacher Miss Honey, the hero, but despises the unfair, cruel, headteacher Miss Trunchbull. Matilda and Miss Honey team together to defeat Miss Trunchbull.

Dahl was born in 1916 and may have experienced what it felt like to be 'different' to those around you as his parents were Norwegian immigrants and Norwegian was his first language. This is a common theme in his books. Dahl's father died early in his life, so his mother was the main caregiver since all their family were in Norway, and he remained close to her in adult life. Due to this, Dahl wrote a great deal about adult/parent-child relationships and provided examples of healthy (Matilda and Miss Honey) and unhealthy examples (Matilda and her family, Matilda and Miss Trunchbull).

### Alice in Wonderland:

Alice in Wonderland is about a young girl who travels down a rabbit hole into another land. Whilst here, she has many adventures meeting the White Rabbit who is always late, attending the Mad Hatter's never ending tea party, and meeting the Queen of Hearts, the villain who controls the world here. Alice shrinks and grows many times throughout the story and this often proves to be of great inconvenience to her.

The story was written by mathematician Lewis Carroll during the Victorian era. Children during this time were often workers in factories, mills and as chimney sweeps. Lewis believed in children being innocent, with strong imaginations and ingenuity and that they should be valued. Lewis often was described as 'a child himself' and thought the Victorians did not treat children with time to grow up and play that they needed.

He wrote this novella to entertain children and teach them about villains in their lives. Again, the villain of the story is an adult and the hero is a child. This highlights the power of the adults in real children's lives in the Victorian era.

### Narnia: The Lion, The Witch and the Wardrobe

This is a story taken from a larger series called the Chronicles of Narnia. The story is about the four Pevensie children in World War Two who are sent to evacuate and live in the countryside. Lucy, the youngest, discovers a magical land in the back of a wardrobe during a game of hide and seek. The siblings all travel there and meet the king, Aslan, and the Narnians, who are trying to defeat The White Witch, a woman who has taken control of Narnia and left it in permanent winter.

C.S. Lewis sheltered children who were evacuated from major cities into the countryside during World War One. This was for their protection to keep them out of major cities that were bombed by the Germans in the Blitz. These children were away from their families for years. Lewis was also inspired by religion, and many people interpret Aslan to represent God, and the White Witch to represent evil.

## Snow White

Snow White is about a young princess whose step-mother, The Evil Queen, wants to kill her because she is jealous of how beautiful Snow White is. The step-mother forces the Huntsman to kill Snow White and bring back her heart, but he cannot do it and brings back a pig's heart instead. Snow White runs away to live with the Seven Dwarves. One day when they are out at work, the Evil Queen disguises herself as an old woman and enchants an apple with poison, she gives the apple to Snow White who falls into a deep sleep. A handsome prince then kisses Snow White to wake her.

The story's main theme is about good (Snow White) vs. evil (the Queen). The story also looks at trust (Snow White trusts the Queen who tries to kill her several times, the Queen trusts the Huntsman who saves Snow White).

The story was recorded in 1812 when young children were severely worried about step-parents and the power they would have in the household as death rates were extremely high.

## Maleficent:

Maleficent is an adaption of Sleeping Beauty, another fairy tale, and focusses on bringing a voice to the villain of the story. As a woman of pure heart, Maleficent has an idyllic life in a forest kingdom. When an invading army threatens the land, Maleficent rises up to become its protector. However, a terrible betrayal hardens her heart and twists her into a creature bent on revenge. She engages in an epic battle with the invading king's successor, then curses his newborn daughter, Aurora - realizing only later that the child holds the key to peace in the kingdom.

The story tries to demonstrate that evil people have a reason for their behaviour and that there are two sides to every story. The story tries to suggest everyone has some evil, and everyone has some good in them.

In the 1800s when the story was first recorded, a group of people were called the Romantics encouraged people to see children as something innocent and to be protected. This version of the story has been re-written for a modern audience.

## Lord of the Rings:

Set in a mythical world called Middle Earth, a young hobbit called Frodo Baggins is given a magic ring from his cousin. The Dark Lord Sauron wants the ring because it will enable him to enslave the people of Middle Earth. Frodo recruits a wizard, Gandalf, an elf and a dwarf to help him destroy the ring and keep it out of Sauron's grasp.

Lord of the Rings was written around the time of World War Two. Tolkein was inspired by his childhood in the English countryside and the idyllic world it seemed before the war. Tolkein himself fought in World War Two and lost many of his close friends in the war. Brotherhood is a key theme in the novel, perhaps because Tolkein was so close to his own friends whom he lost.

## Heroes and Villains key explanations

What is a hero?

A hero is someone who is good. They act with pure intentions, help people and often save people from villains. A hero often stands up for what they believe in and think about the greater good. A hero always opposes the villain.

What is a villain?

A villain is someone who is evil. They act to get their way and do not care about the consequences of their actions or who is hurt. Villains often have an origin story that explains how and why they became a villain, usually because the hero 'wronged' them. Sometimes, villains have motives for their behaviour that may seem good (e.g. Thanos) but their method of making it happen always has terrible consequences.

What is an anti-hero?

An anti-hero is someone who is neither a hero or a villain and their behaviour is unclear. They're usually the protagonist (main character). An anti-hero will sometimes do the 'right' and moral thing, but may hurt people in the process. Sometimes anti-heroes are villains that start to become heroes.

What is a protagonist?

The main character of a story. The protagonist is the person who the story focusses on or the person whose perspective the story is told from.

What is an antagonist?

An antagonist is a character who actively goes against a belief or character in the story. They are the opponent (opposite) of the protagonist.

What is a stereotype?

A stereotype is a generalisation. This means it groups people together based on one idea. E.g. Captain America is a hero who wears a red cape, therefore, all heroes wear red capes. Stereotypes can be really harmful as it ignores people's differences and what makes them unique. Stereotypes can be useful in English as it helps us identify the type of character (hero or villain) and type of story (genre), for example.

# PRACTICE PAGES

In this section of your Knowledge Organiser you will be able to work on practice examples – in class and at home as independent tasks.

### PEELCAP Example

**How does Michael Morpurgo present the boy's feelings about the story in Flamingo Boy?**

Morpurgo presents the character of Vincent to be extremely passionate about a story from a book he read when he was younger, 'I read it in a book once, when I was a boy. I don't remember what book it was from but the story I have never forgotten.' As a reader, I infer that the story was so powerful when Vincent first read it that it has stayed with him as he has grown up. I think that the word 'once' implies to the reader that the story was so influential to Vincent that he did not need to read it again to have it stay with him. Also, the word 'forgotten' conveys to readers that the story can never now be disregarded by Vincent due to the fact that it means so much to him. Perhaps Morpurgo is trying to indicate that young people are extremely easy to influence therefore we need to think carefully about what they read or what we say around with them as this can be stored in their memory for many years to come. This might make a reader think about stories which they read which have stuck with them and reflect on what they mean to them. I think that Morpurgo could be aiming to show that stories are extremely compelling therefore we need to read widely to appreciate many forms of Literature.

### PEELCAP Practice Questions:

How does the writer present the hero?

How does the writer present evil?

How does the writer use the hero to present stereotypes?



## Diary Example

Dear Diary,

I had the best day EVER today. I woke up this morning, the sun was shining through the curtains, and I could smell breakfast cooking downstairs. I jumped out of my bed, threw on my school clothes and skipped down to the kitchen.

A delicious breakfast of pancakes with syrup was waiting for me on the table and I gobbled it down as quick as a flash. I grabbed my school bag, shouted "Bye!" to my mum and dashed out of the door to school.

When I arrived at school, my teacher handed my homework back to me and a huge grin spread across her face. Guess what? I got 20 out of 20! I couldn't believe it! We had my best lessons in the morning (Literacy and Geography).

Before I knew it, it was lunchtime. The menu today was my favourite: Spaghetti Bolognese followed by Chocolate pudding - yum! The afternoon flew by, and we ended the school day with a really fun game of Dodgeball, and we all cheered when my team won (of course).

After school, I came home and was met with the most amazing surprise; my mum told me that we were going out to the cinema and to Pizza Hut for dinner. We had a fantastic time!

I'm sitting on my bed writing this, remembering all the fun things that happened today. I hope tomorrow is just as good!

Vincent

## Diary Entry Practice Questions:

Write a diary entry from the perspective of the villain.



## Letter Example

Dear Jack,

How are you? How's Harry? And Sarah? I heard that he had tripped and broken his leg. Did I hear correctly? I can just imagine poor clumsy Harry falling and crying his eyes out. The poor lad does need to be more careful in his wandering. Very soon he'll turn ten. I can't believe it!

I'm feeling quite marvelous. The academic requirements keep me so busy! I hardly have time to miss you. Though, sometimes, I do miss eating with you all very much. I can't wait for vacations to begin! I'm going to gorge on all your dishes like there's no tomorrow! I cannot wait to have a homemade burger again!

I've started to develop a keen interest in architecture and am even taking an introductory course in it this term. Who knows, I might even study this at university in the future. Hopefully, though, my interest in architecture shouldn't fade. I really want to make you proud.

I hope everyone is doing okay. I miss you all a lot and I cannot wait to see you.

Love,

Suzie.

## Letter Practice Question:

Write a letter from the viewpoint of a hero in your text.



## Descriptive Writing

The lone figure was standing, perusing the town in the night-time light- it was difficult to see. He leant against his umbrella: an accessory he had become dependent on for balance and protection from the harsh, British, winter storms. The night was still for the first times in weeks, but the darkness still suffocated the inhabitants of the town, meaning life had become as stale as the bread sold by the baker on a drizzly Monday morning.

Time stood still for a moment as he breathed in a thick, dense fog which caught the back of his throat. As he choked on it, his eyes bulged and watered as though the sheer shock of it sent a sharp, distressing impulse to his tired, heavy brain. The revolution had changed the place; it was foreign to him now.

Where once a church stood, a tall, red-bricked building towered over him instead. Its menacing chimney was spewing a green, unusual smog that seemed to devour the stars and digest them within its acidic stomach. A sign read: Worthington and Sons- a prominent symbol that the revolution had ruined his religion and destroyed his people's beliefs. Sinister, oil-slicked bars kept out unwanted robbers or tramps who may have sought refuge in the church before it. They reminded him of how trapped he had been in his past; how working away from his home had segregated him from the life he had loved and cherished. Now, both lives seemed to have ended. Death was inevitable. Imminent. He could not fathom how his people could turn their backs on God after all this time.

A gas lamp flickered, catching his eye and turning his attention to a small window to his left. The window was a black hole- in it he saw a life he did not recognise. It terrified him. On the rug, in front of the roaring fire, a woman was bent over a black, sharp machine that moved quickly over a grey cotton dress. It was like a woodpecker, pecking away at the lifeless material, sewing it up in a stitch-like pattern similar to Frankenstein's patch-work limbs. Its needle pounded: up, down, up, down- as quick as the wheels of the steam-engine he had arrived on. His heart began to thump as he heard a horn blast in the distance.

Suddenly, he lost his balance. His feet clattered off the hard, cobbled street. A stray cat leapt out from behind a grey dust-bin, hissing and cursing the man who had rudely interrupted its sleep. When it passed, he smelt the bitter stench of rotten eggs and fish that clung to the hairs and whiskers of an animal who had probably eaten such delicacies to survive life in London. He gagged. The odour filtered through his nostrils, into his mouth and sat smugly on his tongue: rancid.

His spit echoed off an abandoned beer bottle, splatting against the glass: a slap across its face. He laughed- the metaphor screamed at him: this trip was an insult to his dreams of coming home and had quickly descended into a savage nightmare.

Monotonously, gravely, miserably, he stared at the long, dark street once more. Then, as quickly as he had been enveloped in disappointment, he turned on his polished, black heel- laughed- and left.



## Persuasive Writing

Choose the healthy option.

Yes, that's right. I'm talking to you.

It may come as a bit of a surprise but there are millions of young people in the UK who would happily choose a burger over an apple, chips over some veg and even a can of coke over a nice cool glass of orange juice. Ask yourself, are you one of these people? Are you a sucker for Ronald McDonald's charm? Or do you just like the taste? The taste of fat that is. Forgive me, I don't mean to sound rude, but I need to get it through to you. This is a matter of life and death.

Indeed, eating healthily can reduce your chances of suffering from heart related illnesses, diabetes and...the big one. Obesity. It is extraordinary, yet not surprising, that looking fat is possibly one of the biggest factors (quite literally) in people wanting to change to a more healthy diet. If the way you look is so important, why continue to snack on crisps, chocolate and other kinds of sugary treats? Therefore, for the sake of your health, as well as your looks, choose a piece of fruit instead.

Quieten down, I can almost hear you shouting about the price of fruit from here. But come on, is it really THAT expensive? It's definitely not as expensive as the salary of the doctor who'll be looking after you when obesity causes your heart to pack up, or the new wardrobe for when everything starts getting that little bit tighter. In fact, the manager of Yeovil's Tesco Extra informed me they regularly have discounts on a variety of fruit and vegetables in store, making it the cheaper AND healthier option. My advice? Go to Tesco or grow your own!

If you don't choose healthy food for a healthier body or a healthier bank balance then choose it for a healthier mind. It's a scary thought but you could be even more alert in lessons, more active in PE and more with it during detention. Oh yes, even some very naughty students in America have found that by eating healthier school meals it has helped to put them back on track. So there you have it, it has been proved.

As you can see and as you probably knew anyway, healthy eating is very important. Most of all though, it is about ensuring you are a fit and healthy individual amongst the youth of today, as well as being able to set an example for the youth of tomorrow.

Make sure you're not the one letting the side down!

### Persuasive Writing Task:

Write a speech to persuade your teacher to let you watch the film version of the text you are studying.



## Analysing Texts

I read it in a book once, when I was a boy. I don't remember what book it was from, but the story I have never forgotten. An old traveller is sitting on the steps of his gypsy caravan, drinking a mug of tea in the sunshine. He's stopped for a while, right in the middle of a roundabout, his tethered piebald horse grazing the grass verge nearby.

A police car pulls up. "You can't stop here," the policeman says.

### Language analysis Example

#### How does the writer use language to present the main character?

The main character is described to be reflecting on a story, 'I read it in a book once when I was a boy', to me, as the reader, this gives the impression that the boy really enjoyed the book therefore thinks about it a lot. The writer has used the word 'boy' which makes us think that they have now grown up but the story that they read as a child meant a lot to them.

#### Language analysis Task:

#### How has the writer used language to present the villain?

*This is an extract from Harry Potter and the Goblet of Fire, Lord Voldemort has been reborn by a spell Wormtail created in front of Harry Potter.*

But then, through the mist in front of him, he saw, with an icy surge of terror, the dark outline of a man, tall and skeletally thin, rising slowly from inside the cauldron.

"Robe me," said the high, cold voice from behind the steam, and Wormtail, sobbing and moaning, still cradling his mutilated arm, scrambled to pick up the black robes from the ground, got to his feet, reached up, and pulled them one-handed over his master's head.

The thin man stepped out of the cauldron, staring at Harry... and Harry stared back into the face that had haunted his nightmares for three years. Whiter than a skull, with wide, livid scarlet eyes and a nose that was flat as a snakes with slits for nostrils...

Lord Voldemort had risen again.



## Structure Example

I read it in a book once, when I was a boy. I don't remember what book it was from, but the story I have never forgotten. An old traveller is sitting on the steps of his gypsy caravan, drinking a mug of tea in the sunshine. He's stopped for a while, right in the middle of a roundabout, his tethered piebald horse grazing the grass verge nearby.

A police car pulls up. "You can't stop here," the policeman says.

### How does the writer construct the text to get your attention?

The writer has constructed the text by using an introduction of character at the beginning of the text, 'a boy' this suggests that they are going to be the main character of the story therefore we are interested to read on to find out more about them. By constructing the text this way, the reader focuses on the story which the boy is telling and this gets my attention as I am intrigued as I want to know what story he read as a child and why he is referring to it when he has grown up.

### Structural analysis Task:

#### How does the writer construct the text to get your attention?

Start: \_\_\_\_\_

\_\_\_\_\_

Zoom in: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Middle: \_\_\_\_\_

\_\_\_\_\_

End: \_\_\_\_\_

\_\_\_\_\_

***This following is from Narnia. Edmund, Lucy's brother, has just entered Narnia for the first time by following his sister. Whilst there, he meets the White Witch, the story's villain.***

The reindeer were about the size of Shetland ponies and their hair was so white that even the snow hardly looked white compared with them; their branching horns were gilded and shone like something on fire when the sunrise caught them. Their harness was of scarlet leather and covered with bells.

On the sledge, driving the reindeer, sat a fat dwarf who would have been about three feet high if he had been standing. He was dressed in polar bear's fur and on his head he wore a red hood with a long gold tassel hanging down from its point; his huge beard covered his knees and served him instead of a rug.

But behind him, on a much higher seat in the middle of the sledge sat a very different person — a great lady, taller than any woman that Edmund had ever seen. She also was covered in white fur up to her throat and held a long straight golden wand in her right hand and wore a golden crown on her head. Her face was white — not merely pale, but white like snow or paper or icing-sugar, except for her very red mouth. It was a beautiful face in other respects, but proud and cold and stern.

The sledge was a fine sight as it came sweeping towards Edmund with the bells jingling and the dwarf cracking his whip and the snow flying up on each side of it.

"Stop!" said the Lady, and the dwarf pulled the reindeer up so sharp that they almost sat down. Then they recovered themselves and stood champing their bits and blowing. In the frosty air the breath coming out of their nostrils looked like smoke. "And what, pray, are you?" said the Lady, looking hard at Edmund.

"I'm-I'm-my name's Edmund," said Edmund rather awkwardly. He did not like the way she looked at him.

The Lady frowned, "Is that how you address a Queen?" she asked, looking sterner than ever.

"I beg your pardon, your Majesty, I didn't know," said Edmund.

"Not know the Queen of Narnia?" cried she. "Ha! You shall know us better hereafter. But I repeat-what are you?"

"Please, your Majesty," said Edmund, "I don't know what you mean. I'm at school — at least I was it's the holidays now."



## REVISION TOOLS

**Use this section of your Knowledge Organiser to support you with revision.**

**Test yourself and then use the revision resource to help you fill the gaps in your knowledge.**

Task 1 - Recall the stereotypes of a hero from lesson

*Explain what this stereotype suggests about the character and provide examples. Consider how they look, speak, move, act*

Stereotypes of a hero

## Task 2- Annotate the front cover

Annotate the front cover.

- What are your first impressions of the novel?
- What do you learn about the novel?
- What images have been used? What could they represent?
- What colours have been used? Why do you think that this is?
- Explain what your predictions are



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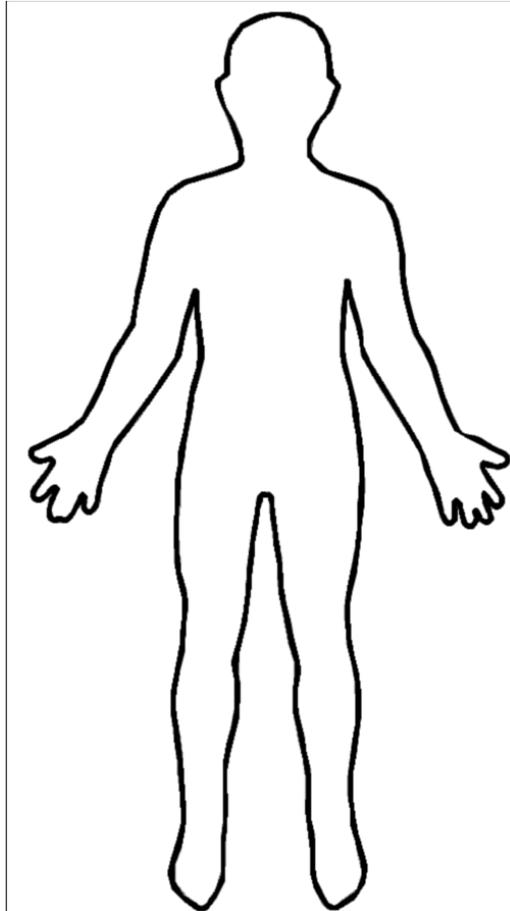
#### Task 4 - List

Recall stereotypes of a villain and explain how they are effective

Stereotype	Explanation of how this stereotype is effective	Example from films, books and TV programmes
For example... Black	Black might suggest death	Voldemort always wears black

## Task 5 - Create your own hero

*Decorate the model as a hero using your understanding of stereotypes and label it with the stereotypes you have used. Then describe your hero including information about their powers*



Describe your villain

#challenge Explain how and why they are an effective villain

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Task 6- Describe

Describe The White Witch's palace



- What can you see?
- What can you hear?
- What can you smell?
- What is the weather like?
- What people are there?
- What is the scenery like?
- What animals are around?





## Task 9 - Storyboarding

*Storyboard the main plot events that make the character who they are. Use speech bubbles, thought bubbles and one sentence to state what is happening.*


**Task 10 - Graphic Organiser**

*Fill in the boxes with your ideas*

<p>What makes a hero?</p>	<p>Why do you think some heroes become villains/villains become heroes?</p>
<p>How are heroes different to villains?</p>	<p>"Stereotypes are helpful to understand people." How far do you agree?</p>

