

Safiyah's War - Knowledge Organiser - Year 7

Character	Summary
Safiyah	The protagonist; a benevolent character.
Setti	Safiyah's grandmother. She misses her home country, Algeria.
Baba	Safiyah's father.
Yemma	Safiyah's mother.
Ammo Imnam	Safiyah's father's friend.
Tarek	Safiyah's cousin. He fights in the war for France.
Hana	Safiyah's school friend. She is treated with prejudice because she is Jewish.
Timothee	A refugee that befriends Safiyah.
Monsieur Cassin	A botanist, Safiyah's father's friend.
Madame Odette	A librarian.

Key vocabulary	Definition
Naïve	A person lacking experience and so they expect things to be easy or people to be honest or kind.
Injustice	Unfairness; cruel or undeserved treatment.
Devoted	Having strong loyalty, affection or dedication to someone or something.
Tyrant	A leader who uses their power in a cruel way.
Benevolence	Kindness or care towards others.
Persecution	The act or practice of harming or oppressing someone because of their difference in origin, religion, or social outlook.
Oppressive	Cruel, unfair, unjust treatment.
Prejudice	Having a preconceived idea or opinion about someone or something.
Vulnerable	Exposed to the possibility of being harmed (physically or emotionally).
Traumatic	Deeply disturbing or upsetting.

Subject terminology	Definition
Pathetic fallacy	Using the weather or the environment (particularly nature) to reflect the mood/ emotions of a character or theme.
Metaphor	To describe something as if it is something else.
Simile	To compare one thing with another, using like or as.
Noun	A word that identifies a person, place or thing.
Personification	To use language that describes an object or animal by giving it human qualities.
Tension	A feeling of suspense or unease.
Hyperbole	Exaggeration for effect.
Context	Background information relevant to a time a text is written or set.
Adjective	A word that describes a noun or pronoun.
Protagonist	The main character in a story.
Emotive language	Language that is used to evoke an emotion in the reader.

Contextual factors

World War Two	World War Two began in 1939 when Germany broke the Treaty of Versailles and invaded Poland. Britain declared war on Germany on the 3 rd September 1939 after Germany refused to withdraw their troops from Poland.
Germany in 1930	After its defeat in World War One, Germany were forced to give up a lot of its land and pay harsh penalties. This led to shortages of food and money. Germany was ruled by a man named Adolf Hitler. Together with the Nazi Party, Adolf Hitler wanted Germany to rule Europe.
The Treatment of Ethnic Minorities in 1930s Germany	Hitler was appointed Chancellor of Germany in January 1933. He quickly started to introduce antisemitic laws, rules and regulations, which took away the rights of Jewish people who lived in Germany. These laws became more severe during the 1930s. In 1935, the Nuremberg Laws were passed. The aim of these laws was to take away the rights of Jewish people to be citizens of Germany. This did not mean they had to leave the country, but it took away their right to help or support from the government, which led to the withdrawal of state education and healthcare.
The Grand Mosque of Paris	The Grand Mosque of Paris was opened in 1926 on land donated by the French government in tribute to the many Muslims of her North African colonies who fought and died for France in World War I. During WW2, many Jews found refuge in an unlikely place: the sprawling complex of the Grand Mosque of Paris. Behind its walls, the frightened Jews found an entire community, with gardens, apartments, a clinic, and a library. But even the mosque was under the watchful eyes of the Nazis, so it wasn't safe for displaced Jews to remain there very long. Very little information on these events have been reported or recorded.

Character	Summary
Oliver	An orphan, born in the workhouse.
The Artful Dodger	Real name - Jack Dawkins. Fagin's most cunning pickpocket.
Fagin	A cunning criminal. Identified as a Jewish character in the novel.
Mr Brownlow	A wealthy gentleman who takes Oliver in and supports him.
Bill Sikes	A brutal, violent criminal who used to be in Fagin's gang.
Nancy	One of Fagin's former pickpockets. Girlfriend of Bill Sikes.
Mr and Mrs Sowerberry	An undertaker and his wife who take Oliver in from the workhouse.
Noah Claypole	Lives with Mr and Mrs Sowerberry when Oliver is taken in. A cowardly bully.
Mr Bumble	The uncaring and greedy 'Beadle' – one of those in charge in the workhouse.
Toby Crackit, Charley Bates, Monks	Criminals and pickpockets in London.

Subject terminology	Definition
Imagery	Language that creates visual images in the reader's mind.
Metaphor	To describe something as if it is something else.
Simile	To compare one thing with another using like or as.
Personification	To use language that describes object or animal by giving it human qualities, such as emotions or thoughts.
Imperatives	Words that are used to give a command
Direct Address	Speaking directly to the reader.
Semantic Field	A group of words that are all linked to the same topic.
Dialect	A form of language that is specific to a particular region or group of people

Key vocabulary	Definition
Cunning	Sneaky, clever
Dehumanising	To subject someone to inhuman or degrading treatment
Destitute	Without the basic necessities of life.
Dismal	Dark, gloomy, depressing.
Fugitive	A person who is running away or hiding from the police
Inferior	Lower in rank or status.
Impressionable	Easily influenced, believing what others say.
Injustice	Unfairness, cruel of undeserving treatment.
Lawless	Going against the law
Squalid	Dirty/unpleasant, usually caused by poverty.
Vulnerable	Exposed to the possibility of being attacked or harmed.

Contextual factors	
Workhouses (child exploitation)	The destitute were sent to the workhouse where they would be given a place to sleep and minimal food in return for large amounts of unpaid work. The living conditions were dreadful: families were separated, residents were forced to shave their heads to prevent lice and physical punishments included whipping, being locked in small rooms and being starved. Most poor people preferred to resort to crime rather than go to the workhouse.
Poverty and crime	There were huge levels of poverty with members of the working class living in slums where 10-12 people would have to live in one room. Some destitute people turned to crime to survive. Some gangs used child pickpockets to make money and street violence increased. The punishments for crime were severe: criminals could be transported to Australia and forced to work, could be hanged in public or could be sent to prison.
The Industrial Revolution/ Victorian Cities	A time when new technology meant that Britain changed from making money from agriculture (farming) to industry (factories). This meant that many people moved from the countryside to cities; cities such as Manchester became squalid and over-populated. Factories in cities created large amounts of pollution contributing to the stench of the filthy streets and overflowing human waste.
Children and Education	Only children in wealthy families could attend school. Poor children attended Ragged Schools. The quality of education in these schools was incredibly low: classes were often made up of over 70 students. Children were taught basic reading, writing and numeracy skills. Teachers were incredibly strict. Students were often punished with the cane or beaten if they did not follow the rules.

Character	Summary	Key vocabulary		Definition	
Macbeth	Thane of Glamis and Commander of the King's army. He later becomes Thane of Cawdor, and eventually King.	Villainous		Guilty of wicked, evil and criminal behaviour.	
		Defiant		Openly resistant, or boldly disobedient.	
		Abhorrent		Inspiring hatred or disgust; repulsive.	
		Courageous		Not deterred by danger or pain; brave.	
Macbeth's wife.				Bringing or deserving honour, respect.	
Macbeth		Honourable			
The Witches	3 supernatural beings who share a number of prophecies with Macbeth.	Vengeful		Wanting to punish someone for something they have done to you.	
		Infamy / Infamous		The state of being well known for some bad quality or deed.	
King Duncan	King of Scotland.	Callous		Showing or having an insensitive and cruel disregard for others.	
Donalbain	King Duncan's youngest son.	Corrupt		Having or showing a willingness to act dishonestly in return for money or personal gain.	
Malcom	King Duncan's eldest son.	Manipulate		To control or influence a person cleverly.	
Barquo	Athane, also Commander of the King's army.	Paranoia		Excessive or irrational suspiciousness, and distrustfulness of others.	
	Macbeth's close friend.	Hysteria		An uncontrollable, irrational outburst of emotion or fear.	
Ross, Lennox	Thanes.				
Macduff	Thane of Fife.	Patriarchal		A male dominated society.	

Contextual factors

Roles for men and women		Subject terminology		Definition	
Treason	In the 1600s, men had power. They were educated, made the laws, and were to maintain and support their family. Women were the father's property, and then their husband's property. They were thought to be too emotional and irrational to make decisions. Society was patriarchal – that simply means male dominated.	Imagery		Language that creates a visual image in the reader's mind.	
Religion	Treason → the crime of betraying your country, especially by attempting to kill or overthrow the King or the government. When the play was written, there had been a number of plots to challenge or overthrow King James. You were expected to be loyal to your King. One of the most famous plots was The Gunpowder Plot of 1605. This was a failed assassination attempt against King James by a group of English Catholics.	Pathetic fallacy		Using the weather or the environment (particularly nature) to reflect the mood/emotions of a character or theme.	
The Royal Line	Some people feared the power of the church. It meant that many would not commit crimes, in fear of punishment from God. Religion was more important than the law in the 1600s. Everyone went to church, prayed, and read the Bible.	Metaphor		To describe something as if it is something else.	
The Supernatural	The royal line is the order that will follow when one King or queen dies. There was uncertainty about who would inherit the throne in Shakespeare's England. King James was the first from a new royal line or royal family; he became in line for the throne as the last Tudor monarch of England and Ireland. Queen Elizabeth I died without a direct heir to inherit her throne.	Symbolism		The use of a sign/image/object to represent an idea.	
	The Supernatural: an event or being that is not natural or scientific. This might include psychics, magic, witches, ghosts and paranormal activity. In Shakespeare's day, witches were believed to be real and dangerous. Society believed in the supernatural, including ghosts. Hundreds of people were executed during this time for witchcraft.	Soliloquy		an act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.	
		Monologue		A speech delivered by one actor or character in a play.	
		Tragic Hero		A great or virtuous (good, moral) character who is destined for downfall, suffering or defeat.	
		First person narrative		A narrative or mode of storytelling in which the narrator appears as the 'I' recollecting his or her own part in the events related.	
		Protagonist		the main, or leading, character.	

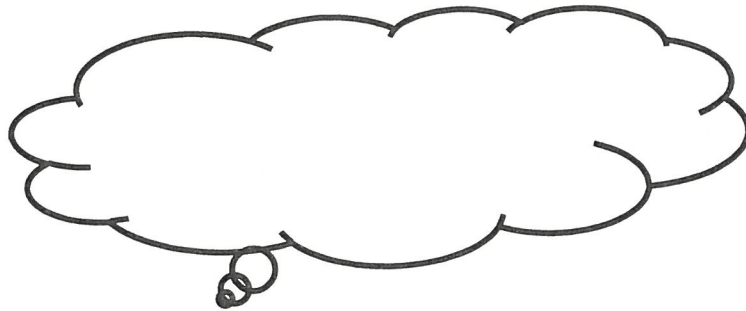
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3. Flash Cards

Topic:

Your task

- 1) Create 6 flash cards for the topic you are studying at the moment. Your teacher will specify whether you need to cover plot, character, techniques or key vocabulary:



- 2) You will write the questions on one side, and detailed answers on the other.
- 3) You can practise independently, or with a friend/parent/guardian.
 - Read the question to yourself, or get a partner to read to you.
 - Aim to answer in as much detail as you can.
 - If you get the question right, put the flashcard in a separate pile.
 - If you get the answer incorrect, put the flashcard at the bottom of the pack to revisit later!
 - When you have answered all questions correctly, leave until another time. Come back to flashcards regularly!

Deadline:

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3. Flash Cards

Example for the play, Romeo and Juliet:

Front

Back

CHARACTER CARD

Can you:

- Give at least 3 adjectives to describe Mercutio
- Recall a key quote for Mercutio and explain why it's important
- Link Mercutio's character to social context of the time?

- Aggressive, arrogant, impulsive, hard-headed, loyal
- "A plague o' both your houses!" Mercutio blames his death on the families, and curses them in his final words
- Mercutio represents masculine honour of the Elizabethan era, the importance of reputation to men, patriarchy

Ask your teacher for coloured card if needed!

You must bring the flashcards in as evidence of completing your homework.

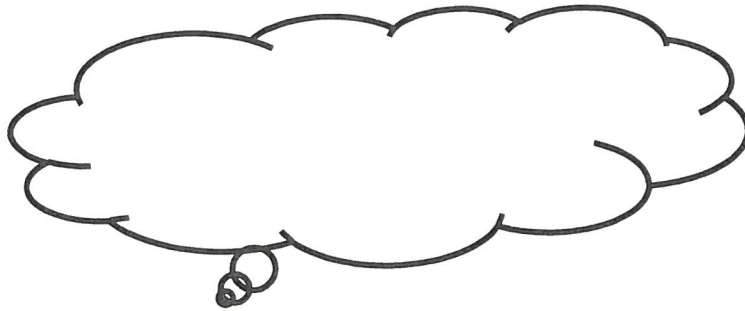
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5. Retrieval Practice

Topic:

Your task

- 1) Read through the information sheet that you have been given on your current topic, and aim to recall as much as possible. Note down what the information is about in the bubble:



- At home, spend 3 minutes skimming the information, then turn over the sheet. On a separate sheet, note down everything you can remember.
- Spend another 3 minutes skimming the information, then turn over. Add to your notes in a different colour – what else can you remember?
- Repeat this a final time.
- Complete this process a few times over this week. You need to keep the notes you make as evidence for your class teacher!

Deadline:

Independent Learning

5. Retrieval Practice

Example for the play, *An Inspector Calls*:

AIC

Homeworking 5- Marked characters.

SHEILA BIRLING ✓	compassionate, warm, generous + sensitive. Regrets her actions feels guilty. <i>bit of a, artist</i>
ERIC BIRLING ✓	Drinks a lot (too much) becomes guilty regrets actions, immature. <i>frustrated, compassionate</i>
MR BIRLING (ARTHUR)	arrogant, capitalist, resents <i>resents</i> worth press advocates social justice, selfish, prejudiced, against equality <i>self-made man</i>
MRS BIRLING (SYBIL)	Prejudiced, believes personal responsibility, <i>colon</i> . Husband <i>social superior</i> , <i>superior</i> , <i>superior</i> , <i>superior</i>
GERALD CROFT ✓	Engaged to Sheila, politically close to Birling, <i>Evanne</i> , <i>pragmatic</i>
INSPECTOR GOOLE	authoritative, pretty much press advocates social justice
EDNA EVA SMITH ✓	victim of social injustice, vulnerable. <i>Powerful, more ventral, imposing, and</i>

The different colour shows where the student went back and added, after a second reading of the information sheet.

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5. Retrieval Practice

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

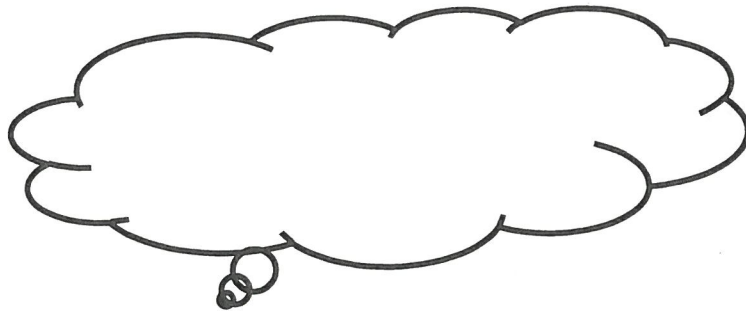
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6. Mind Maps

Topic:

Your task

- 1) Create a mind map covering aspects of the topic you have been studying, Your teacher will specify whether you should do this by character, or by theme:

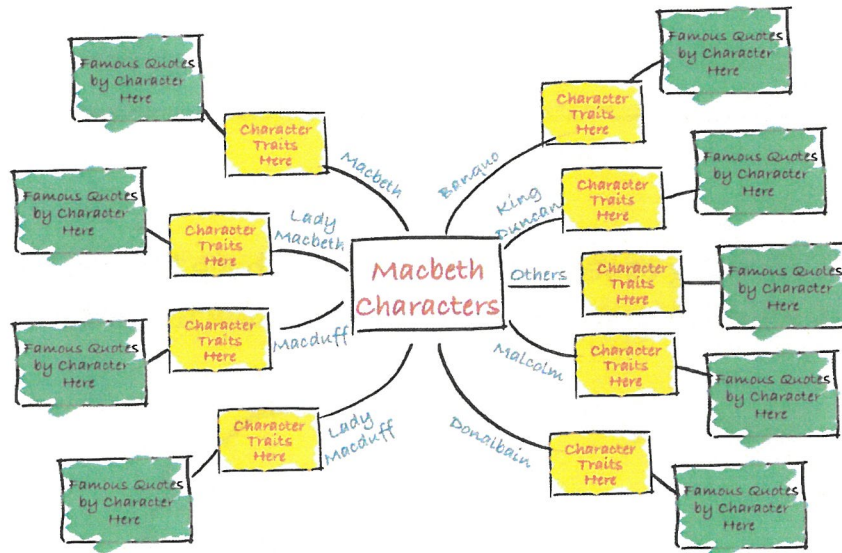


- In the centre of your mind map, name the chosen topic., Around the outside, mind map key characters or themes, depending on teacher instructions.
- For each character or theme, draw more arrows, to add the following details:
 - Where seen in the text?
 - Key words to describe (use high level vocabulary)
 - Key quote(s) and language technique(s)
 - Link to social context
- You need to bring the mind map to lesson, as evidence for your class teacher!

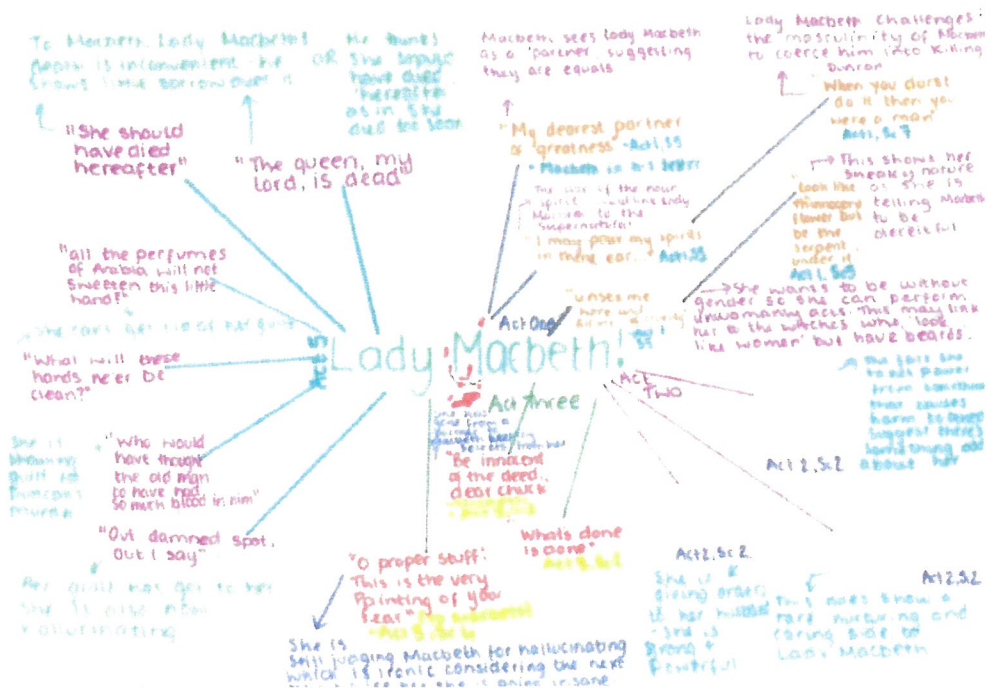
Deadline:

6. Mind Maps

An example of how you might set out your mind map:



If you are focusing on one character/theme, here is an example for the character Lady Macbeth in Shakespeare's play.



The different colours are used to show quotes, explanations, and techniques.

Independent Learning

6. Mind Maps

