

ENGLISH KNOWLEDGE ORGANISER

An Inspector Calls Knowledge Organiser

(This information is a BASIC starting point for your studies!)

Quote	Social responsibility/ Morality/ Guilt	Wealth/ power/ class	Politics/ Context	Comparisons
<i>(...sharp ring of a front door bell)</i>				
'... a man has to mind his own business and look after himself and his own- and-' (AB)				Class
'...creates... an impression of massiveness, solidity and purposefulness.'				
'If you don't come down sharply on some of these people, they'd soon be asking for the earth'. (AB)				Class
'But these girls aren't cheap labour- they're people.' (SB)				Age/ gender
'Why shouldn't they try for higher wages? We try for the highest possible prices.' (EB)				Class
'After all, y'know, we're respectable citizens and not criminals.' (GC)				
'It's the only time I've ever done anything like that, and I'll never, never do it again to anybody.'(SB)				
'(coolly) We often do on the young ones. They're more impressionable.' (IG)				Age
'Girls of that class-' (Mrs. B)				Gender
'(slowly, carefully now) You mustn't try to build up a kind of wall between us and that girl. If you do, then the Inspector will break it down.' (SB)				
'-but she knew it couldn't last- hadn't expected it to last. She didn't blame me at all.' (GC)				Gender
'Public me, Mr Birling, have responsibilities as well as privileges.' (IG)				
'I'm sorry she should have come to such a horrible end. But I accept no blame for it at all.' (Mrs. B)				
'So I insisted on giving her enough money to keep her going- until she refused to take any more-' (EB)				Class
'I'm ashamed of it. But now you're beginning all over again to pretend nothing much has happened-' (SB)				Age
'Well, he inspected us all right.' (SB)				Age
'(shouting) And I say the girl's dead and we all helped to kill her- that's what matters-' (EB)				Age
'(jovially) But the whole thing's different now.' (AB)				Age
<i>The telephone rings sharply.</i>				

But just remember this. One Eva Smith has gone- but there are **millions and millions and millions** of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering and chance of happiness, all intertwined with our lives, with what we think and say and do. We don't live alone. We are members of one body. We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, then they will be taught it in **fire and blood and anguish.**

CHARACTERS

ARTHUR BIRLING: 'Look, Inspector- I'd give thousands- yes, thousands-'

SYBIL BIRLING: 'She was claiming elaborate fine feelings and scruples that were simply absurd in a girl in her position.'

GERALD CROFT: 'Everything's all right now Sheila.'

SHEILA BIRLING: '...because I remember what he said, how he looked, and what he made me feel. Fire and blood and anguish. And it frightens me the way you talk...'

ERIC BIRLING: 'You lot may be letting yourselves out nicely, but I can't. Nor can mother.'

EVA SMITH/ DAISY RENTON: 'There's a lot of young women living this sort of existence in every city and big town in the country, Miss Birling.'

ENGLISH KNOWLEDGE ORGANISER

CONTEXT

JBP was a 'politically- minded' author and radio broadcaster with a socialist viewpoint. He saw active service during the First World War which influenced his outlook and his writing.

The play was written in 1945 whilst set in 1912.

Edwardian England: A widening **middle-class** had made their money in industry and the import of commodities. The **upper classes** were finding maintaining their wealthy lifestyles based upon the income from their lands alone, a challenge. Large and highly populated cities were controlled by those that provided the employment. A large proportion of the **working class** lived and worked in poor conditions with little concern or support from their employers. Dangerous workplaces in the form of mines and mills were responsible for the death of many and sixty-hour weeks commonplace. The period at the turn of the century saw an increase in **trade union membership** and calls for an extension to the franchise, allowing a wider group to vote- including women. Strikes were frequent across a range of trades culminating in the **General Strike** of 1926. 1912 was a year that the **Suffragettes** were particularly vocal and violent.

The success of the **Liberal party** in the 1906 election and the establishment of the Labour party showed that the country was in need of change. Although it was slow to implement and met with fierce opposition from many Tories including the landed and many, newly-rich, industrialists, **the welfare state** was established, meaning that there would be government funded old-age pensions, for those over seventy, universal health care, maternity and unemployment benefit. This support is something that is lacking in the lives of the 'Eva Smiths and John Smiths' of the play.

The two World Wars saw the classes working together, women taking on roles outside of the home and the beginning of a more equal society but JBP reflects upon the eagerness of some who were keen to return to the world of 1912.

An Inspector Calls Knowledge Organiser

(This information is a BASIC starting point for your studies!)

PLOT

ACT ONE: a dinner party to celebrate the engagement~ speech given about the bright future of the country~ Inspector Goole arrives to ask questions about Eva Smith~ Mr Birling reveals she was sacked after a strike two years before- Sheila reveals that she had her sacked from Milwards~ Inspector Goole relates that Eva changed her name to Daisy Renton~ Gerald is shocked~ Sheila challenges him, revealing an affair.

ACT TWO: Mrs Birling tries to intimidate the Inspector~ Gerald tells all about his affair and then leaves, intending to return~ Mrs Birling reveals that Daisy appealed to her charity~ Mrs Birling offended by Daisy's use of the name Birling~ Daisy is refused support~ Daisy's pregnancy is revealed~ Mrs Birling tasks the Inspector to blame the man responsible~ Mrs Birling begins to realise that this is Eric.

ACT THREE: Eric recounts his relationship with Eva including the pregnancy, his rejected proposal, the stolen money~ the Birlings blame each other~ the Inspector makes a speech and leaves~ Gerald returns and it becomes an accepted hoax~ Inspector Goole is proved not to be a policeman~ The suicide is proved not to have happened~ the older Birlings begin to laugh it off~ Eric and Sheila assert the value of what has happened and need to change~ a telephone call reveals that there is an inspector on the way to ask questions about a suicide.

STRUCTURE

Each structural feature is used with an aim of encouraging the audience to consider their own actions and potential to change.

CYCLICAL STRUCTURE Repetition in the narrative suggests lack of willingness to change.

'sharp ring of the doorbell' 'telephone rings sharply'

WELL-MADE PLAY Three unities- one time-one place- one action.

Completed in 'real time'. No sub-plots to distract. Essential importance of entrances and exits. Move from ignorance to understanding.

MORALITY PLAY Aim to 'instruct' the audience and deliver a modern moral.

DETECTIVE GENRE Episodic revelations. Use of suspense and climaxes. Denouement in the early part of the third act.

CHARACTERS

INSPECTOR GOOLE- Calm, immovable, imposing, measured, moral.

THE BIRLINGS Upper middle class

ARTHUR BIRLING: 'Respectable' businessman, unsophisticated, self-important.

SYBIL BIRLING: 'cold woman', unsympathetic, hypocritical, superficial.

GERALD CROFT: 'well-bred' 'man-about-town'.

SHEILA BIRLING: 'young', 'impressionable'.

ERIC BIRLING: awkward, immature, 'half shy, half assertive'

WORKING CLASS

EVA SMITH/ DAISY RENTON: poor, unsupported

THEMES

- Social responsibility
- Morality
- Class, wealth, power and inequality
- Politics, context and change

KEY VOCABULARY

Conscience

Responsibility

Morality

Consequence

Selfishness

Socialism

Capitalism

Revelation

Transformation

Suicide

Sustained

Naive

Prophetic

Ironic

Omniscience

Ignorance

supernatural



ENGLISH KNOWLEDGE ORGANISER

Language Paper 1 Knowledge Organiser

English Language Paper 1

Section A- 40 marks		1 hour
<p>Question 1 (4 marks) – Max 5 minutes.</p> <ol style="list-style-type: none"> 1. Read the task carefully and then read the lines it asks you to. 2. Highlight any information that links to the task. 3. Write down four pieces of information that link to the task. 4. You can copy the information down directly as quotations or put it into your own words. <p>Tips: Make sure what you have picked links to the task. Only write one piece of information per space.</p>	<p>Question 2 (8 marks) – 15 minutes.</p> <p>This tests your ability to analyse words and language techniques, remember to consider the effect on the reader.</p> <p>Tips:</p> <ol style="list-style-type: none"> 1. Highlight words and phrases that describes the thing you have been asked about. 2. Label the language techniques. 3. Decide which words you can say the most about and write down what the words make you think of. <p>Point – (Writer’s name) makes the reader imagine... Evidence – This is shown in, “[...]”. Explain – This makes the reader think/feel/picture/imagine... because... Language – The [insert language technique]... The [insert word type e.g. verb, adverb, adjective], “[...]” makes the reader think of... because...</p>	
<p>Question 3 (8 marks) – 15 minutes.</p> <p>This tests your ability to show you understand how a text has been ordered to interest you as a reader. You must be able to explain why each section has been used to interest you as a reader.</p> <p>Tips:</p> <ol style="list-style-type: none"> 1. Split the extract into sections (at least 3). 2. Identify what happens in each section and the impact it has on you (do not write, ‘it makes the reader want to read on’. 3. Think about what links the focus shifts together. <p>Point – At the beginning, the writer focuses your attention on...</p> <p>Evidence – This is shown when...</p> <p>Explanation – This interests the reader because it creates...(curiosity/tension/mystery etc.)</p>	<p>Question 4 (20 marks) – 25 minutes.</p> <p>This tests your ability to evaluate somebody else’s opinion. You must say how far you agree.</p> <p>Tips:</p> <ol style="list-style-type: none"> 1. Read the statement and highlight evidence in the text to support the opinion. 2. Label your highlighting with the methods (language techniques, word choices, sentence structures) used by the writer that created the effect the statement mentions. 3. Decide which words you can say the most about and write down what the words make you think of. <p>Point – I agree with the statement...</p> <p>Evidence – This is shown in, “[...]”.</p> <p>Language – The [insert language technique]...</p> <p>The [insert word type e.g. verb, adverb, adjective], “[...]” makes the reader think of... because...</p> <p>Explain – This makes the reader think/feel/picture/imagine... because...</p>	

ENGLISH KNOWLEDGE ORGANISER

Language Paper 1 Knowledge Organiser

Section B – 40 marks

45 Minutes

Question 5 (24 + 16 marks) – 45 minutes.

You will have a choice between two tasks. They could both be narrative or both descriptive OR one of each. One will have a picture stimulus but they both will have something in common with the previous extract.

Use descriptive techniques (similes, metaphors, personification, alliteration, sibilance, onomatopoeia, sensory images).

You get marks for interesting content, good SPAG and importantly making your writing suit its purpose.

Tips:

1. Create a plan (if you use the picture, remember it is a stimulus. You can use your imagination).
2. Write some descriptive images down and techniques you will use. If you are writing a narrative, start in media res (the middle of the action).
3. Use the sentence opener provided if there is one OR start in an interesting way to grab the reader's attention.
4. Write in an exciting, interesting and varied ways and then proof-read your work. Don't be afraid to alter parts!

- ✓ Interesting vocabulary
- ✓ One word/sentence paragraphs
- ✓ Language features- simile/metaphors/alliteration etc.
- ✓ Senses
- ✓ Structural features
- ✓ Variety of sentence structures
- ✓ Punctuation

<u>Positive vocabulary</u>	<u>Negative vocabulary</u>
Idyllic	Dismal
Tranquil	Decayed
Serene	Abyss
Picturesque	Abysmal
Uplifting	Catastrophic
Exhilarating	Concealed
Bustling	Formidable
Restless	Daunting
Buoyant	Harrowing
Pulsating	Monotonous
Effervescent	Devastating
Ecstatic	Ominous
Intoxicating	Melancholic
Delicious	Sombre
Intricate	Solitary
Luminescent	Oppressive
Radiant	Foreboding
Heavenly	Enveloped
Vibrant	Cruel
Alluring	Relentless

ENGLISH KNOWLEDGE ORGANISER

Language Paper 2 Knowledge Organiser

English Language Paper 2

Section A- 40 marks	1hour
<p>Question 1 (4 marks) - Max 5 minutes.</p> <ol style="list-style-type: none">1. Shade the circle in of the 4 true statements.2. If you make a mistake, put a cross through the circle.3. If you change your mind again, circle round the whole box. <p>Tips:</p> <ul style="list-style-type: none">• Read only the lines you need to at this time.• Read the statements carefully – some of the wording might try to catch you out!• If you are unsure, write down the letters of the statements next to the parts of the extract where you found the information.	<p>Question 2 (8 marks) - 15 minutes.</p> <ol style="list-style-type: none">1. First read the question extremely carefully (it will be focused on something specific).2. Create a table and label Source A and Source B.3. Read Source A -bullet point what the source is about at the end of the source.4. Read Source B- as you are reading Source B think about either the similarities or differences depending on the question. Highlight these. <p>Tips: Write down points for each in the table and think about why they are similar so points can be compared.</p> <p>Statement – Source A says... [connecting word/phrase] Source B says... Quotation – Source A shows this in, “[...]”. Inference – This suggests... because... Connecting word/phrase. Quotation – However/Similarly, Source B shows this in, “[...]”. Inference – This suggests... because...</p>
<p>Question 3 (12 marks) - 15 minutes.</p> <p>This tests your ability to analyse words and language techniques, remember to consider the effect on the reader.</p> <p>Tips:</p> <ol style="list-style-type: none">1. Highlight words and phrases that describes the thing you have been asked about.2. Label the language techniques.3. Decide which words you can say the most about and write down what the effect on the reader would be. <ul style="list-style-type: none">• Point – Source A/B shows... to be...• Evidence – This is shown in, “[...]”.• Explain – This makes the reader think/feel/picture/imagine... because...• Language – The [insert language technique]... The [insert word type e.g. verb, adverb, adjective], “[...]” makes the reader think of... because...	<p>Question 4 (16 marks) - 20 minutes.</p> <p>First read the question carefully – it is <u>not</u> the same as question 2.</p> <p>This tests your ability to compare and analyse the two sources’ viewpoints on something in particular.</p> <p style="text-align: center;">WHAT? HOW? WHY?</p> <ul style="list-style-type: none">• What is the writers view?• How have they shown this?• Why is this effective?• Then compare! <p>Tips:</p> <ol style="list-style-type: none">1. Highlight words and phrases that show the writer’s view.2. Annotate the methods the writer has used e.g. language techniques, punctuation etc. that helps show the view.3. Use analytical paragraphs but you MUST use a connecting word or phrase to show whether the other source is similar or different and then analyse the methods that writer has used too.

ENGLISH KNOWLEDGE ORGANISER

Language Paper 2 Knowledge Organiser

Section B- 40 marks

45 Minutes

Question 5 (24 + 16 marks) - 45 minutes.

If there is a statement, use it to help you formulate your plan and ideas for it. Check the audience and form you should be using.

Use persuasive techniques (DAFOREST). Descriptive techniques will also help to persuade a reader.

You get marks for interesting content, good SPAG and importantly suiting the audience and purpose.

Tips:

1. Create a plan (roughly 4 main points).
2. Write some persuasive techniques down used that will create an emotional impact.
3. Write in an exciting, interesting and varied ways.
4. Proof-read your work carefully and don't be afraid to alter parts!

- ✓ Interesting vocabulary
- ✓ One word/sentence paragraphs
- ✓ Language features- simile/metaphors/alliteration etc.
- ✓ Structural features
- ✓ Variety of sentence types
- ✓ Punctuation

<p>Before you start writing think about the GAPS!</p> <p>Genre – what are you being asked to write?</p> <p>Audience – who are you writing for?</p> <p>Purpose – what are you trying to achieve?</p> <p>Style – formal or informal?</p>	<p>Genre</p> <ul style="list-style-type: none"> Article Leaflet Letter Speech Essay
	<p>Purpose</p> <ul style="list-style-type: none"> Persuade Argue Advise Inform

Article

- Headline and Strapline
- Introduction to create interest – (include who, what, where, when, how and why?)
- 3-4 middle paragraphs
- Short but effective conclusion
- DAFOREST techniques

Speech

- Think about the GAPS
- Open with a welcome/greeting – e.g. 'Good afternoon ladies and gentlemen'
- Outline what the speech will be about: 'I will talk to you about...'
- Make 3/4 key points and expand on them.
- Conclusion to summarise ideas
- End acknowledging the audience: 'Thank you for listening.'
- DAFOREST techniques

Letter

- Address and date in the top right of the page
- Address of the person you are writing to on the left.
- Date
- Dear Mrs Smith = yours sincerely or Dear Sir/Madam. = yours faithfully
- Short introductory paragraph
- 3-4 middle paragraphs
- Concluding paragraph summarising ideas.

Leaflet

- Present information so it is easy to find using headings and sub-headings
- Upbeat and engaging
- DAFOREST techniques

<p>Direct Address</p> <p>Alliteration & anecdotes</p> <p>Facts</p> <p>Opinions</p> <p>Repetition, rhetorical questions</p> <p>Emotive language and exaggeration</p> <p>Statistics</p> <p>Threes (rule of three)</p>	<p>Connectives/Discourse Markers</p> <p>Position</p> <p>At the start</p> <p>Firstly</p> <p>Secondly</p> <p>Thirdly</p> <p>Next</p> <p>Meanwhile</p> <p>Subsequently</p> <p>Finally</p> <p>In conclusion</p>
	<p>Emphasis</p> <p>Importantly</p> <p>Significantly</p> <p>In particular</p>
	<p>Addition</p> <p>Furthermore</p> <p>Additionally</p> <p>In addition</p> <p>As well as</p>
	<p>Contrast</p> <p>Although</p> <p>Whereas</p> <p>Otherwise</p> <p>Alternatively</p> <p>Nevertheless</p>
	<p>How to vary your sentence starters</p> <p>Adjective (rule of three)</p> <p>Adverb</p> <p>Connective/Discourse Marker</p> <p>Preposition</p> <p>Simile</p>

ENGLISH KNOWLEDGE ORGANISER

Jekyll & Hyde Knowledge Organiser

Quote	Duality	Reputation	Religion & morality	Science & unexplained	Secrecy & mystery	Violence	Horror/F ear	HYDE	JEKYLL	UTTERSON	LANYON
"the last reputable acquaintance and the last good influence in the lives of down going men"											
"his affections, like ivy, were the growth of time"											
"blistered and distained"											
"the man trampled calmly over the child's body and left her screaming"											
"like some damned Juggernaut"											
"something wrong with his appearance; something displeasing, something downright detestable."											
"Let us never refer to this again."											
"unscientific balderdash"											
"Mr Hyde shrank back with a hissing intake of the breath..."											
"snarled aloud into a savage laugh"											
"the man seems hardly human"											
"the moment I choose, I can be rid of Mr Hyde"											
"he broke out in great flame of anger... carrying on like a mad man"											
"with ape-like fury, he was trampling his victim under foot and hailing down a storm of blows"											
"first fog of the season"											
"like a district of some city in a nightmare"											
" death-warrant written legibly upon his face..."											
"like some disconsolate prisoner"											
"God forgive us! God forgive us!"											
"disgustful curiosity"											
"I concealed my pleasures"											

ENGLISH KNOWLEDGE ORGANISER



Jekyll & Hyde Knowledge Organiser



CONTEXT

RLS was born and raised in Edinburgh. Edinburgh was a city of two sides - he was raised in the wealthy New Town area, but spent his youth exploring the darker, more sinister side of town. Written in 1886, J&H is a gothic novella. Gothic novels deal with horror, madness and extremes of emotion such as despair and great passion.

Victorian London: It became the biggest city in the world and a global capital for politics, finance and trade. The city grew wealthy. As London grew wealthy, poverty in the city also grew. The overcrowded city became rife with crime. There were extreme areas of poor and rich within the city.



Victorian Gentleman: Had to behave and act in a certain way in public, in order to keep their reputation. Victorian Gentleman were meant to have religious morality and strict social code of conduct. Reputation was everything.



Freud: Developed the notion that humans were neither exclusively or essentially good. This was called the, 'Structural Theory' which contained the following concepts: ID, Ego and Super Ego.

Charles Darwin: 'Theory of Evolution'- Victorians no longer knew what to believe in and so looked to the supernatural for answers instead of God. The implications of Darwinism and evolution haunted Victorian society. The idea that humans evolved from apes and amphibians led to worries about our lineage and about humanity's reversion to these primitive states.

PLOT

Story of the Door – Utterson & Enfield come across a door on their walk, Enfield tells Utterson the story of a little girl who was trampled.

Search for Mr Hyde – troubled by Enfield's strange story, Utterson reads his friend's will and is concerned to learn that a 'Mr Hyde' is Jekyll's sole beneficiary. He begins watching the door and senses evil in Hyde.

Dr Jekyll was Quite at Ease – Jekyll dismisses Utterson's concerns whilst hinting at a strange relationship between himself and Hyde.

The Carew Murder Case – nearly a year on, Sir Danvers is clubbed to death by Hyde. Found on the dead man is a letter addressed to Utterson, who also recognises the murder weapon as a broken cane he had given to Jekyll. He leads the police to Jekyll's address, where the other half of the cane is found.

Incident of the Letter – A pale Jekyll assures Utterson that he has seen the last of Hyde and shows a letter to prove it. But a comparison between the handwriting of Jekyll and Hyde reveals they are the same.

Remarkable Incident or Dr Lanyon – Utterson visits Lanyon who is on his deathbed and refuses to discuss Jekyll. However, he does leave a letter marked 'not to be opened till the death or disappearance of Dr Henry Jekyll'.

Incident at the Window – Utterson and Enfield spy Jekyll at his window but his face suddenly changes and scares the men below.

The Last Night – called to help Jekyll, Utterson forces entry only to find a body on the floor clutching a vial and dressed in Jekyll's oversized clothes. On the desk- an amended will leaving everything to Utterson and Jekyll's written 'confession'.

Dr Lanyon's Narrative – Lanyon's letter is opened and explains how he witnessed Hyde transform into Jekyll, leaving the doctor disturbed and gravely ill.

Henry Jekyll's Full Statement of the Case – a full account of the motivations behind his experimentations, the deceased Jekyll is granted the last word.

CHARACTERS

Dr Jekyll – Henry Jekyll is a respectable and well-regarded professional whose perfectly reasonable belief that within each character there exists both good and evil.

Mr Hyde – Edward Hyde is the physical manifestation of Jekyll's dark side

Mr Utterson – a respectable middle-aged lawyer and old friend of Jekyll

Mr Enfield – Utterson's cousin

Dr Lanyon – a colleague of Jekyll

Poole – Jekyll's faithful butler.

Sir Danvers Carew – a distinguished MP brutally murdered by Mr Hyde.

Mr Guest – Utterson's clerk

THEMES

- Duality
- Reputation
- Religion and morality
- Science and the unexplained
- Secrecy & mystery
- Violence
- Fear & horror

KEY VOCAB

Duality	Reputation	Victorian	Pathetic fallacy
Gothic conventions	Evolution	ID theory	



The
Wellington
Academy

proud
to be
part of



ROYAL
WOOTTON
BASSETT
ACADEMY TRUST

ENGLISH KNOWLEDGE ORGANISER

Macbeth Knowledge Organiser

(This information is a BASIC starting point for your studies!)

Quote	Good /evil	Natural/ Supernatural/ Religion	Guilt/ innocence	Duty/ betrayal/deception	Power	Kingship
'Disdaining fortune, with his brandished steel, Which smoked with bloody execution.'						
'(Aside) This supernatural soliciting cannot be ill, cannot be good.'						
'Stars hide your fires, let not light see my black and deep desires.'						
'...look like th'innocent flower But be the serpent under't'						
'...that we but teach bloody instructions'						
'But screw your courage to the sticking place and we'll not fail.'						
'False face must hide what the false heart doth know.'						
'It is the bloody business that informs thus to mine eyes.'						
'Will all great Neptune's oceans wash this blood clean from my hand.'						
'A little water clears us of this deed.'						
'There's daggers in men's smiles.'						
'Our fears in Banquo Stick deep.'						
'O full of scorpions is my mind, dear wife.'						
'But now I am cabined, cribbed, confined, bound in...'						
'I am in blood Stepped in so far, that should I wade no more, Returning were as tedious as go o'er.'						
'But cruel are the times, when we are traitors, And do not know ourselves.'						
'He has no children. All my pretty ones?'						
'What will these hands ne'er be clean?'						
'I bear a charmed life...'						
'A good and virtuous nature may recoil In an imperial charge.'						

PROPHECIES

'All hail Macbeth, hail to thee, Thane of Glamis.'
'All hail Macbeth, hail to thee, Thane of Cawdor'
'All hail Macbeth, that shalt be King hereafter.'

'Beware the Thane of Fife.'

'...laugh to scorn the power of man, for none of woman born shall harm Macbeth'.

'Macbeth shall never vanquished be, until Great Birnam wood to high Dunsinane hill Shall come against him.'

CHARACTERS

MACBETH: 'But all's too weak, for brave Macbeth' 'worthiest cousin' 'too full of the milk of human kindness' 'Devilish Macbeth' 'dead Butcher'

LADY MACBETH: 'Honoured hostess' 'Unsex me here...' 'Fiend-like queen'

BANQUO: 'Noble Banquo' 'chief guest' 'royalty of nature' 'Unreal mockery'

DUNCAN: '...hath born his faculties so meek, hath been so clear in his great office' 'a most sainted king' 'his silver skin lac'd with his golden blood'

MALCOLM: '...that is a step on which I must fall down or else o'er leap' '...my poor country's to command...'

MACDUFF: 'was from his mother's womb untimely ripped.'

ENGLISH KNOWLEDGE ORGANISER

Macbeth Knowledge Organiser

(This information is a BASIC starting point for your studies!)

CONTEXT

SET in 11th century Scotland when: there was a clear social hierarchy with the King at the top; Scotland was a Christian country; the Great Chain of Being placed everyone in an accepted position based upon the wishes of God; women were accepted to be inferior and only held power through their husbands.

WRITTEN in (1606) 17th century England when: James 1 had been on the throne for three years; James 1 was a controversial choice to take the throne, Elizabeth 1 having no children to succeed her; England and Scotland had been recently joined under a single King; the country had had years of turmoil linked to religion and the monarchy; the country still faced religious challenges to the throne including the Gunpowder Plot; the Divine Right of Kings (an extension of the Great Chain of Being) was accepted; witches and the supernatural were an accepted explanation for the inexplicable; despite a long period under a female ruler the view of women as inferior had not changed.

James 1 was particularly interested in: the supernatural and witchcraft; the nature of kingship.

PLOT

ACT ONE: a successful battle is fought against the traitors (including Thane of Cawdor) and the Norwegian army~ Macbeth and Banquo meet witches and hear prophecies~ Macbeth is rewarded with the title Thane of Cawdor~ Duncan makes Malcolm Prince of Cumberland~ Duncan plans to visit Macbeth's castle~ Macbeth debates killing the king~ the Macbeth's decide to kill Duncan.

ACT TWO: Macbeth sees a vision of a dagger~ Macbeth kills Duncan~ Macbeth is immediately affected by what he is done~ Macduff arrives to see the King~ the murder is discovered~ the King's sons run away~ we hear Macbeth is to become King~ Macduff does not go to see the coronation.

ACT THREE: Macbeth prepares to murder Banquo and Fleance~ Macbeth shares his suspicions about Banquo with his wife~ a banquet is held~ the murderers tell Macbeth that Fleance escaped~ Banquo's ghost appears to Macbeth~ Macbeth cannot hide his mental deterioration from his guests~ we hear Macduff has gone to England to seek out Malcolm and raise an army.

ACT FOUR: Macbeth seeks out the witches, is told three further prophecies and shown a vision of the future Kings (Banquo's descendants)~ the Macduff family are slaughtered at Macbeth's order~ Malcolm challenges the loyalty of Macduff~ Macduff is told of his family's murder~ the armies prepare for war

ACT FIVE: a doctor watches Lady Macbeth sleepwalking~ the army marches toward Birnam Wood~ Macbeth is confident as he prepares for war~ Lady Macbeth dies~ Macbeth realises the witches have tricked him~ The army arrive disguised by the branches~ Macbeth fights Macduff and is killed when Macduff reveals the truth of his birth~ Malcolm becomes King of Scotland.

STRUCTURE

TRAGEDY As a figure of high standing with the potential to affect the lives of many others, Macbeth fits the role of a tragic hero and his death can be considered a direct result of his tragic flaw. Hamartia~ Hubris~ Peripeteia~ Anagnorsis.

IAMBIC PENTAMETER The heartbeat rhythm (10 syllables in 5 pairs) of Shakespeare's verse. When disrupted this is often to draw your attention to a key idea. Look for short lines and overlong ones.

PROSE is used for characters of lower social standing or those who lack control of themselves like Lady Macbeth (5.1). **RHYMING COUPLETS** are often used to draw attention to a decision made or to the end of a thought. **SHARED LINES** might be used to show that two people are in tune with each other's thoughts or allow one character's thoughts to be manipulated by another.

SOLILOQUY Lengthy individual speeches are used to let the audience in upon a character's thoughts and feelings when they are alone on the stage. **ASIDES** act in the same way, whilst other characters are on the stage.

CHARACTERS

MACBETH- Thane of Glamis (becomes Thane of Cawdor and King of Scotland)

LADY MACBETH- Wife of Macbeth (later Queen of Scotland)

BANQUO- Thane of Lochaber, Friend of Macbeth

FLEANCE- Son of Banquo

DUNCAN- King of Scotland

MALCOLM- Eldest son of King Duncan (later Prince of Cumberland and King of Scotland)

DONALBAIN- Youngest son of King Duncan

MACDUFF- Thane of Fife

LADY MACDUFF- Wife of Macduff

SIWARD- Earl of Northumberland

Other thanes: Ross, Lennox, Caithness, Angus
Servants: Porter, Gentlewoman, Seyton

3 WITCHES and **HECATE**, Queen of Witchcraft.

THEMES

- Good/ Evil
- Natural/ Supernatural/ Religion
- Guilt/ Innocence
- Duty/Betrayal
- Power
- Kingship

KEY VOCABULARY

Protagonist

Prophecies

Juxtaposition

Decline

Manipulate

Invincible

Omnipotent

Sovereign

Descendant

Supernatural

Iambic pentameter



The
Wellington
Academy

proud
to be
part of



ROYAL
WOOTTON
BASSETT
ACADEMY TRUST

ENGLISH KNOWLEDGE ORGANISER

The Romantics

OZYMANDIAS

Written in sonnet form – irregular rhyme scheme that replaces itself – much like empires and civilisations are replaced.

Tells the story of a cruel Pharaoh who achieved godlike status after the length of his rule.

The story is told by someone who hears it from someone else – shows the dilution of power.

His legacy has been forgotten and rotted as nature is always more powerful than man.

'King of kings'

'shattered visage'

'decay of that colossal wreck'

LONDON

Four equal length stanzas with a rigid rhyme scheme – indicates the control that the ruling class have over the people.

Blake is describing the sad scene that he sees as those with power are corrupt and make the masses miserable.

He dislikes any sort of organization and criticizes the church and the royal family, he talks about how man tries to control everything – even the river and seems to encourage revolution.

'chartered'

'mind forg'd manacles'

'blackening church appals'

EXTRACT FROM THE PRELUDE

An extract from a longer narrative poem that describes the poet's experience as a young man.

Excited by nature and seeing it as beautiful and something he can control; he steals a boat one night and rows across a lake. The tone of the poem suddenly changes when he sees mountains.

The poet realizes that he is insignificant in the face of nature and the age, strength and size of nature overwhelm him.

'small circles glittering idly in the moon'

'a huge peak, black and huge'

'a trouble to my dreams'

Power of Man

MY LAST DUCHESS

A dramatic monologue but is one side of a conversation – the duke is negotiating his next marriage but takes the time to explain what happened to his previous wife. He keeps her painting hidden behind a curtain – to show his ownership and control – when she didn't behave how he wanted – he had her killed.

The duke's speech becomes less controlled as he becomes angrier about the memory. The conversation is a warning to his new wife as he is a man that likes to control and possess.

'none puts by the curtain I have drawn for you but I'

'all smiles stopped'

'Neptune taming a seahorse'

KEY IDEAS

The Romantics were a group of poets and artists between 1770 and 1850. Believed in the power of nature, strong feelings and individuality. Hated the control of 'man' over others and organisations and organized religion. Many of their poems are about revolution, resisting oppression and nature as a powerful force more important than man.

An Empire is formed when a country takes control of another existing country or countries – the British Empire was one of the largest in History.

Civil war is a war between two or more sides in the same country.

A Tyrant is a leader or someone with control who holds it by force and is often cruel and vicious

The 'troubles' in Northern Ireland were as a result of British rule over Northern Ireland. The IRA sought to end this and there has been a history of violence and terrorism associated with this. Stormont is Northern Ireland's parliament building.

CHECKIN' OUT ME HISTORY

Guyana was part of the British Empire and as such Britain dictated what was taught in schools. The poet explains that this is not his history and that he is fed up of being told by others what he should learn.

The poem is quite angry and accusatory and he refers to 'Dem'. He has decided that he will uncover and learn about his own history not the history taught by those in charge. It is about the power of man over others and about denying people their own identity.

Written phonetically to represent his accent which is part of his identity and history.

'Dem tell me'

'carving out me identity'

'blind me to me own identity'

THE EMIGREE

Tells the story of a woman forced to flee her homeland as a child after a military coup. No matter what people tell her about the country, she remembers it as bright and positive, through a child's eyes.

She longs to return but knows that this is impossible and therefore protects and defends the childhood memory that she has.

It is written in the first person about a fictional country but could refer to the Balkan conflict in the 1990s.

'it may be sick with tyrants'

'branded by an impression of sunlight'

'I have no passport, there's no way back'

STORM ON THE ISLAND

The poem is about the power and strength of nature but can also relate to the troubles in Northern Ireland.

The poem describes the collective inhabitants of an island who are prepared for the storm but aware of its power and devastation. Nature is personified and the poet also uses military imagery to explore the power that is seen.

Nature or the weather is referred to as an invisible enemy but that the effects of the devastation can be seen. Even in times when you think that the weather is calm it can turn on you. The shape of the poem reflects the design of the houses – squat – the only way to protect yourself. The use of enjambement reflects the unpredictability of the weather.

'We are prepared'

'spits like a tame cat turned savage'

'exploding comfortably'

TISSUE

The poem is about the power that paper can have over our lives but also serves as an extended metaphor about human power and how fragile it can be.

She refers to paper through maps and money – things that control and separate us. The poem also refers to remembering or protecting history and the temporary nature of life.

Written in free verse with little punctuation, this refers to the flow of life and how unpredictable it can be. Paper is compared to skin – the idea that they are both fragile, can age and hold things together.

'Paper that lets the light shine through, this is what could alter things'

'Maps too. The sun shines through their borderlines'

'raise a structure never meant to last'



ENGLISH KNOWLEDGE ORGANISER

Memories of Conflict

REMAINS

Told in the first person, it reads like the speaker is telling someone, maybe a friend maybe a professional, about his time in a conflict zone. The poem begins in media res and describes a time on patrol. The speaker is graphic and dispassionate in his description. The words dehumanise the victim. There are hints in the early part of the poem that the story is not straight forward and the reference to a 'blood shadow' implies that the memory follows him.

At the mid-point of the poem there is a volta, this shifts the tone and at this point the soldier is home; it is clear that once home, the memory is haunting him. The poem effectively presents PTSD showing the effects of conflict as long lasting and not just physical.

The speaker is full of guilt and tries to reassure himself about his actions. This guilt is made clear when in the final line the speaker refers to the blood on his hands. This links the speaker to Lady Macbeth and her suicide due to guilt, implying that the speaker may do the same.

'Probably armed, possibly not'

'End of story except not really'

'the drink and the drugs won't flush him out'

WAR PHOTOGRAPHER

The poem is written in the 3rd person – a reference to the distance between the reader and the conflict and also the photographer and the conflict as he is an observer.

The photographer in the poem is based on the war photographer Don McCullin. The poem suggests that he is happy to finally be at home alone to develop the photos and give the subjects the final moments and respect that they deserve. Whilst he was calm and controlled in the warzone, his hands now shake. Indicating that the photographer may be suffering from PTSD.

The poet becomes angry at the thought that only 4 or 5 of his images will be selected and that the people reading the stories will feel bad for a short time but then return to their lives.

The poem is in equal length stanzas, replicating the size of photographs. At points, the rhyme scheme and punctuation replicate the click of a camera shutter.

'Spools of suffering set out in ordered rows'

'beneath his hands which did not tremble then though seem to now'

'they do not care'

During Conflict

EXPOSURE

Written from the trenches during WW1, Wilfred Owen describes the conditions and suggests that the weather was more of an enemy than the opposition soldiers. Wilfred Owen died a week before the armistice was signed and as such the reader has a more emotional response to Owen's message that the war is a waste of life.

The poet refers constantly to the boredom and stagnant nature of the war insisting that nothing happens and that the war seems distant. By personifying the weather, Wilfred Owen shows the battle that the soldiers are going through and the idea that because nothing is happening, it will be the conditions that kill them. The poem deals with the effects of conflict but also the power of nature.

'iced east winds that knife us'

'Is it that we are dying?'

'all their eyes are ice'

BAYONET CHARGE

This is told in the 3rd person, making a reference to all soldiers fighting in wars. The action begins in media res and suggests a soldier who has become disillusioned with the war. He sees himself as a weapon of the state but no longer believes in what he signed up for. His purpose now is to survive.

There is very little punctuation in the poem reflecting the frantic and non-stop nature of war. Both nature and colour are referenced often suggesting that man is having a negative impact but also that the emotions are basic, like the colours. Each colour also has secondary meanings – Eg yellow for cowardice.

'bullets smacking the belly out of the air'

'the patriotic tear that had brimmed in his eye'

'King, honour, human dignity etcetera dropped like luxuries'

CHARGE OF THE LIGHT BRIGADE

During the Crimean war, the 600 men of the light brigade were sent to attack in a valley. The mission was clearly a mistake as the soldiers were surrounded; most were massacred. The poem is written to honour the soldiers who did their duty and followed orders. Additionally, it serves as a reminder of the power that the few have over the many and that this is often problematic.

The poem has a rigid structure and rhythm reflecting the charge of the men on horseback. The 6 stanzas represent the 600 and the final stanza has less lines reflecting the loss of the soldiers. The poet is keen that we honour and remember the brave soldiers who fought against all odds.

'into the jaws of death'

'their's not to make reply, their's not to reason why, their's but to do and die'

'but not the 600'

Experiences of Others

KAMIKAZE

Kamikaze pilots were Japanese pilots in WW2. Their mission was to drive their planes into large targets like factories or battle ships to inflict the most damage. They were linked to the samurai tradition of warriors who would rather die than face defeat. The word means divine wind.

The poem is told in a mixture of 3rd and 1st person, the bits that she is imagining and the bits that she remembers. She tries to imagine his mission and what made him turn around. Although he returned safe to his family the dishonour was too much and no one in the family or the area ever spoke to him again.

She imagines that he turned back to ensure that they did not grow up without a father; that the ocean and the fishing boats reminded him of waiting for the return of his father.

There are large parts with little punctuation – suggesting that he tried to delay his end.

'enough fuel for a one-way journey into history'

'little fishing boats strung out like bunting'

'which had been the better way to die'

POPPIES

The poem is told from the point of view of a mother whose son has gone off to war. She didn't want him to go, she wanted to hold on to his childhood but realised that she needed to set him free to make his own choices.

The title references the idea of remembrance, in this case for those who have died and also of her son's childhood. The poem contains lots of references to sewing and fixing things suggesting she wants to fix the problems.

It is unclear whether her child is dead or whether that is just what she is worried about. The poem tells the story of the experience of war from the point of view of those left at home.

'stealed the softening of my face'

'released a songbird from its' cage'

'hoping to hear your playground voice'



ENGLISH KNOWLEDGE ORGANISER

Romeo & Juliet Knowledge Organiser

Quote	Love	Fate	Violence & conflict	Death	Loyalty	Family
Civil blood makes civil hands unclean. (Chorus, Prologue)						
Death-marked love (Chorus, Prologue)						
A pair of star-crossed lovers take their life (Chorus, Prologue)						
Peace! I hate the word (Tybalt, Act 1 scene 1)						
If ever you disturb our streets again, Your lives shall pay the forfeit of the peace. (Prince, Act 1 Scene 1)						
O brawling love, O loving hate (Romeo, Act 1 Scene 1)						
My child is yet a stranger in the world; She hath not seen the change of fourteen years (Lord Capulet, Act 1 Scene 2)						
Did my heart love till now? Forswear it, sight! For I ne'er saw true beauty till this night. (Romeo, Act 1 Scene 5)						
My lips, two blushing pilgrims, ready stand To smooth that rough touch with a tender kiss. (Romeo, Act 1 Scene 5)						
You kiss by th'book. (Juliet, Act 1 Scene 5)						
My grave is like to be my wedding bed. (Juliet, Act 1 Scene 5)						
But, soft, what light through yonder window breaks? It is the east, and Juliet is the sun. (Romeo, Act 2 Scene 1)						
O Romeo, Romeo, wherefore art thou Romeo? Deny thy father and refuse thy name. (Juliet, Act 2 Scene 1)						
That which we call a rose By any other word would smell as sweet. (Juliet, Act 2 Scene 1)						
Parting is such sweet sorrow. (Juliet, Act 2 Scene 1)						
For this alliance may so happy prove, To turn your households' rancour to pure love. (Friar Laurence, Act 2 Scene 4)						
These violent delights have violent ends. (Friar Laurence, Act 2 Scene 6)						
For now, these hot days, is the mad blood stirring. (Benvolio, Act 3 Scene 1)						
Ask for me tomorrow, and you shall find me a grave man. (Mercutio, Act 3 Scene 1)						
A plague o' both your houses! (Mercutio, Act 3 Scene 1)						
O, I am fortune's fool. (Romeo, Act 3 Scene 1)						
Then I defy you, stars! (Romeo, Act 5 Scene 1)						
All are punished. (Prince, Act 5 Scene 3)						

ENGLISH KNOWLEDGE ORGANISER

CONTEXT

Courtly Love

A medieval tradition of love between a knight and an unattainable (something/one you can't have) noblewoman common in European literature of the time. The love of the knight for his lady was regarded as an overwhelming passion and the relationship was typically one sided.



Concept of Honour

Honour was hugely important at the time, and maintaining the honour of your family name was crucial. If you were challenged to a duel and you refused, you would be deemed a coward, thus damaging your honour and the status of your family.



The Role of Women in a Patriarchal Society

Elizabethan England was a society controlled by men. Women were seen as the weaker sex and were expected to be ruled over by men. Women needed to be meek and mild, and most importantly, obedient to their fathers and later their husbands.

Arranged Marriages

Marriages amongst the wealthy were arranged by parents, and were not about love. Mostly the marriages were arranged for the purposes of status and power, and improving the social standings of families.

Catholic setting of the play

The play is set in Italy which is a Catholic country. Religion was extremely important, and marriage vows were sacred – once made, they could not be broken.

The Globe Theatre

This was where Shakespeare's plays were performed. It had different areas for those of all social backgrounds. The theatre was the main form of entertainment for all people. Plays were performed during the day (open air) and heckling was common.



Romeo & Juliet Knowledge Organiser



PLOT

Act 1: In Verona, the Capulet and Montague houses quarrel and it is obvious that they despise each other. Prince Escalus warns that fighting will result in death. Benvolio finds Romeo who is upset and professes his love for Rosaline. Paris wants to marry Juliet and Lord Capulet plans for them to meet at his feast. Rosaline is invited, so Romeo and his friend Benvolio plan to crash the ball. Romeo sees Juliet at the ball and falls in love with her at first sight. They meet and are instantly besotted. However, they soon learn of the other's family ties and are devastated.

Act 2: At Juliet's balcony, Romeo and Juliet pledge their love and plan their marriage. Romeo confesses his love for Juliet to Friar Laurence. Romeo asks Laurence to perform the wedding and Laurence agrees, hoping to end the feud between the families. Romeo tells the nurse to tell Juliet to come to Laurence's cell so they can be married. Romeo and Juliet are married.

Act 3: In a street fight, Tybalt kills Mercutio and as a result, Romeo kills Tybalt. As punishment, the Prince banishes Romeo from Verona and Juliet learns Romeo's fate. The nurse goes to Friar Laurence's cell to tell Romeo to visit Juliet in the evening as previously planned. Romeo learns of his banishment and tries to stab himself in desperation. Friar Laurence proposes that Romeo visit Juliet and then go to Mantua to hide out. The Friar promises to reconcile the feuding families, reveal the secret marriage, and obtain the prince's pardon for Romeo. Lord Capulet sets the date for Juliet's marriage to Paris. Romeo and Juliet spend the night together. Romeo departs for Mantua, and Lady Capulet informs Juliet of her upcoming wedding to Paris. Juliet refuses to marry Paris, and Lord Capulet threatens to disown Juliet. The nurse suggests that Juliet marry Paris and forget about Romeo. Juliet seeks help from Friar Laurence.

Act 4: The Friar devises a plan to prevent Juliet's marriage to Paris: on the night before the wedding, Juliet will drink a potion that induces a death like coma. In the meantime, Friar Laurence will send a message to Romeo, who will return to Verona and wait in the Capulets' burial vault until Juliet awakens. Then the lovers will escape to Mantua together. To appease her father, Juliet tells Lord Capulet that she will marry Paris. Afraid that she will change her mind, Lord Capulet moves the wedding up one day to the next morning. Juliet drinks the friar's potion. Lord Capulet sends the nurse to fetch Juliet. The nurse finds Juliet unresponsive and believes that she is dead. Friar Laurence attempts to comfort the family and tells them to prepare Juliet for burial in the family tomb.

Act 5: Romeo's servant arrives in Mantua with the news of Juliet's death. With no message received from the Friar, Romeo buys poison from an apothecary. He sets out for Juliet's grave where he plans to kill himself. Friar Laurence learns Romeo never received the message that explained the plan. Fearing that Juliet will awake alone, Friar Laurence sets out for Juliet's grave. Paris, at the Capulet tomb, sees Romeo and tries to apprehend him. They fight, and Romeo kills Paris. Romeo finds Juliet's body, drinks the poison, and dies. Friar Laurence arrives. When Juliet awakens, the friar tells her of Paris's and Romeo's deaths. The friar leaves Juliet alone, and she stabs herself. The watchman and Paris's servant discover the dead bodies and round up the Friar and Balthazar. The Capulets, Montagues, and Prince Escalus are called to the scene. The prince blames the Capulets and Montagues for causing their children's deaths, and the repentant families are reconciled.

CHARACTERS

Romeo Montague – Son of the Montague family.

Juliet Capulet – Daughter of the Capulet family.

Mercutio – Friend to Romeo – neither Capulet nor Montague.

Tybalt – Juliet's Cousin, a prominent Capulet.

Benvolio – Romeo's cousin.

Friar Lawrence – A Franciscan monk and friend to both families.

Nurse – Juliet's confidante

Prince Escalus – Leader of Verona, trying to keep peace between the families.

Vocabulary

Prologue	A separate introductory section of a play.
Foreshadowing	A warning or indication of a future event
Dramatic Irony	Where the full significance of a character's words or actions is clear to the audience/reader but not to the character
Soliloquy	An act of speaking one's thoughts aloud by themselves or regardless of any other characters in the play
Tragedy	A play dealing with tragic events or having an unhappy ending
Blank Verse	Verse without rhyme, especially that which uses iambic pentameter
Fate	A belief that things happen in a predetermined way and are controlled by an unseen force and not individuals
Patriarchy	A society that is ruled and governed by men

THEMES

Love

Fate

Violence & conflict

Death

Loyalty

Family



The Wellington Academy

proud to be part of



ROYAL WOOTTON BASSETT ACADEMY TRUST