

Year 8 Curriculum Overview English 2023-24

Year 8	Term 1		Term 2	Term 3	
Unit Title	Writing of War – The Foreshadowing and World War I Poetry		The Tempest and No Voice No Choice	World of Words	
Approximate Number of Lessons	40 (including Cog A and Guided reading lessons)		40 (including Cog A and Guided reading lessons)	35 (including Cog A and Guided reading lessons)	
Curriculum Content	Students study a fictional set text and a wide range of fictional and non-fictional text extracts, including poetry, from the war genre. Students will develop their knowledge and understanding of how historical context influences writers and their ability to draw comparisons between texts.		Students study Shakespeare’s <i>The Tempest</i> and a range of thematically linked modern extracts. In reading, students are taught to analyse Shakespeare’s presentation of characters and themes. In writing, students are taught features of descriptive writing and a range of non-fictional text types.	Students study a range of fictional and non-fictional text extracts from around the world, including the study of poetry. The unit explores a range of ways to improve the quality of creative writing (fiction and non-fiction).	
Links to prior learning	The unit builds on the study of poetry from the summer term of year 7 and expands students’ understanding of historical context previously gained. The unit develops the reading skills gained in year 7 with a more challenging set text. The range of fictional and non-fictional extracts build aim to embed knowledge and skills gained year 7.		The study of <i>The Tempest</i> builds on prior knowledge of Shakespeare and his works studied in year 7 (Literary Heritage and Forests & Fairies). The study of the extracts, links to the language of conflict studied in the autumn term, developing reading skills and writing skills to produce a range of non-fictional texts.	Students will be building on their reading and writing skills gained in year 7 and 8. Students build on their contextual knowledge from the autumn term, continuing to apply and develop analysis skills of a range of texts – in particular, students will apply and build upon their knowledge and comparison of poetry from the autumn term.	
Cultural Capital Opportunities	Visit the Imperial War Museum – Duxford and/or London Read and/or watch War Horse by Michael Morpurgo Research World War I poetry using this website: https://www.bbc.co.uk/bitesize/articles/zhfp2v4 Research Greek myths Research what life was like overseas as a soldier – create an informative leaflet		Read <i>I am Malala</i> by Malala Yousafzai Watch Malala Yousafzai and Greta Thunberg’s UN speeches and note down their key points. Research Suffragette movement Research Colonialism and the commonwealth and what they are	Find out more about any of the countries we cover during the unit Choose a book set in another country to read- Journey to Jo’burg – Beverley Naidoo, Refugee Boy – Benjamin Zephaniah, Trash - Andy Mulligan, Boy Overboard - Morris Gleitzman	
Assessment Focus	Non-fiction writing – Diary entry or letter. Passport strands: Accurate and effective	Comparison of changes in character/s Passport strands: Comparison, academic	Reading – extract from The Tempest and tasks leading to an analytical paragraph	Speaking and Listening Students are assessed giving a	Summer End of Year Exam

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	use of sentence structure and punctuation, structure and organisation, language, spelling.	writing style and context	Passport strands: Analysis of language, analysis of structure, Inference, deduction and prediction	short 3-5min presentation about a topic inspired by the unit. Passport Strands: Structure and Organisation and Language	
Name of Knowledge Organiser	Writing of War		The Tempest	No Voice No Choice	

Year 8 English Curriculum

WRITING OF WAR KNOWLEDGE ORGANISER

POETS STUDIED

KEY CONTEXTUAL KNOWLEDGE

Jessie Pope - was a British poet, writer and journalist, who remains best known for her patriotic motivational poems published during WWI. Wilfred Owen wrote his 1917 poem *Dulce et Decorum est* to Pope. Her poetry was originally published in *The Daily Mail*; it encouraged enlistment and the handing of a white feather to youths who would not join the colours.

Rupert Brooke - Brooke was already an established poet and literary figure before the outbreak of WWI. When war broke out, he joined a newly-formed unit, the 2nd Naval Brigade, Royal Naval Division. In the last months of 1914, he wrote the five 'war sonnets' that were to make him famous, including *'Peace'* and *'The Soldier'*. He died of blood poisoning on 23rd April 1915.

Siegfried Sassoon - born into a wealthy family, Sassoon went to university but left without a degree. He published his first poetry privately in 1906. Sassoon enlisted in the Sussex Yeomanry the day before war was declared. In May 1915 he transferred to the infantry and was commissioned into the Royal Welch Fusiliers. Sassoon was awarded a Military Cross for his bravery during a trench raid on the Western Front. He was wounded and returned to England in April 1917. Sassoon rejoined his regiment in November 1917 and returned to France in 1918. Despite being accidentally shot by his own sergeant, Sassoon survived the war.

Wilfred Owen - when war was declared, Wilfred Owen was in France working as a private tutor. He joined the Artists' Rifles in October 1915 and was then commissioned into the Manchester Regiment and was sent to France in December 1916. In April 1917, he was diagnosed with what became known as shell-shock, and was sent back to Britain. Owen returned to France in August 1918 and was awarded the Military Cross in October. He was killed in action on 4 November, just a few days before the Armistice.



Propaganda – **persuasive** texts to mobilise hatred against the enemy; to convince the population of the justness of the cause; to enlist the active support and cooperation of neutral countries and to strengthen the support of **allies**. Propaganda used different techniques: some posters focused on **patriotism** and nationalism, using symbols and slogans of nationhood; others focused on the **atrocities** of the most violent acts of the German army.

Conscription – In Jan 1916 the Military Service Act was passed. This imposed conscription (meaning they must enlist in the army) on all single men between 18 and 14, but **exempted** the medically unfit, clergymen, teachers and certain classes of industrial worker. **Conscientious objectors** (men who objected on moral grounds) were exempted and given **non-fighting roles** at the front. In May 1916, conscription was extended to include married men.

Social Class – At the time of WWI, England had an established **class system** which saw significant changes during, and after the period. Men, from all classes, were fighting alongside one another. Women, from all classes, were required to fulfil roles left vacant by enlisting men.

Women's Land Army – A British **civilian** organisation created as there was a shortage of farm labour as men were conscripted. By 1918, over 113,000 women were working on the land employed in a wide range of roles, from diary work to hard manual labour such as ploughing.


Voluntary Aid Detachment (VAD) – a voluntary unit of civilians providing nursing care for military personnel in the United Kingdom and in other countries in the British Empire. VAD nurses worked in **field hospitals** and in longer-term places of recuperation in Britain.

Blighty – a slang term for Britain. Soldiers often joked about getting a 'ticket home to Blighty' or a 'Blighty wound' which many hoped would end their service at the front. Blighty was also the name given to a humorous weekly magazine which was issued free to WWI troops. It contained short stories, poems, cartoons and drawings with contributions from men on active service.

Music – In 1914, music hall was the most popular form of song; it was listened to and sung along to in theatres. Seats at the music hall could be very cheap attracted a largely working-class audience, for whom a **gramophone** would be too expensive. At the outbreak of the war, many songs were produced which called for young men to join up. Soldiers had songs of their own to boost morale, to stir marches and to give elegies to the fallen.

The White Feather Movement – In the first few weeks of WWI groups of women hounded young men who hadn't enlisted by handing them the potent **symbol** of a white feather with the implication they were cowards. The movement started in Folkestone but spread round the country becoming so intense the government was forced to issue silver badges to men who'd already served or were needed for the war effort at home.

Red Poppies – Poppy seeds need light to grow, so when they're buried in the earth, they can lay dormant for 80 years, without blooming. In Belgium, which was home to part of the Western Front in its Flanders provinces, the soil was torn up for miles of

	trenches and pocked by bombs and artillery fire. After the Second Battle of Ypres, John McCrae noticed red poppies growing near one of Flanders' Fields' mass cemeteries and wrote the poem <i>In Flanders Fields</i> .
CULTURAL CAPITAL: WIDER READING	EXTENDED LEARNING ACTIVITIES
<p>WW1</p> <p><i>John Boyne – Stay where you are and then Leave</i> <i>Marcus Sedgewick – The Foreshadowing</i> <i>Mary Hooper – Poppy, Poppy in the Field</i> <i>Michael Morpurgo – War Horse, Private Peaceful</i></p> <p><i>Oxford World Classics - Poetry of the First World War An Anthology</i> <i>Theresa Breslin – Remembrance</i> <i>Various - War Girls: A Collection of First World War Stories Through the Eyes of Young Women</i></p> <p>WW2</p> <p><i>Anne Frank – Diary of a Young Girl</i> <i>John Boyne – The Boy in Striped Pyjamas</i> <i>Marcus Zusak – The Book Thief</i> <i>Michael Morpurgo - The Amazing Story of Adolphus Tips, An Elephant in the Garden</i> <i>Morris Gleitzman – Once, Then, Now, After, Soon, Maybe</i> <i>Roald Dahl – Going Solo</i></p> <p>Other Conflicts</p> <p><i>Michael Morpurgo – Shadow</i></p>	<ol style="list-style-type: none"> 1. Keep a learning log of key information about WWI that you learn in lessons/extended learning. 2. Complete additional research to you have an understanding of the words in bold. 3. Storyboard the text as you read to avoid confusion. 4. Create character pages with key information about appearance and their actions, including key quotations where appropriate. 5. Identify key quotations and write about devices used and connotations of key words. 6. Mind map how each theme is explored within the text. 7. Create an anthology of writing (fiction/non-fiction) inspired by the texts. You could: <ul style="list-style-type: none"> ▪ change narrative perspective ▪ write a book/film review ▪ re-write a section of the text with an alternative outcome ▪ write your own war poem and then write an analysis of it 

THE TEMPEST KNOWLEDGE ORGANISER

ACT SUMMARIES		KEY CHARACTERS
Act 1	<ol style="list-style-type: none"> 1. There is a violent storm at sea and the ship and its passengers sink. 2. On the island Miranda begs Prospero to stop the storm. Prospero then tells her about her life when she was younger and how they came to live on the island. Prospero sends Miranda to sleep and we meet Ariel and Caliban. Finally, Ferdinand and Miranda meet and fall in love. 	<p>Alonso – King of Naples Ferdinand – Alonso's son Sebastian – Alonso's brother Gonzalo – a councillor Antonio – Prospero's brother and the usurping duke of Milan Adrian & Francisco – lords Stephano – a drunken butler Trinculo – a jester Prospero – the rightful duke of Milan Miranda – Prospero's daughter Ariel – a spirit Caliban – a savage Iris, Ceres, Juno, nymphs and reapers – characters in the masque</p>
Act 2	<ol style="list-style-type: none"> 1. On another part of the island some of the shipwrecked characters. King Alonso believes Ferdinand has drowned. Ariel then casts a spell on everyone except for Antonio and Sebastian. Antonio persuades Sebastian to kill Alonso so he can be king but before they kill him, Ariel wakes up Alonso and Gonzalo. 2. Stephano and Trinculo get Caliban drunk for the first time. Caliban begs Stephano to become his new master. 	
Act 3	<ol style="list-style-type: none"> 1. Prospero watches Miranda and Ferdinand discuss their love and agree to get married. 	

	<p>2. A drunk Stephano enjoys giving Caliban orders. Caliban tells them about Prospero who they need to kill so they can rule the island. Ariel appears (but invisible to the others) and causes havoc.</p> <p>3. Prospero controls magical creatures to create an illusion of a great feast for the royal party. As they begin to eat, Ariel scolds Alonso, Antonio and Sebastian. Prospero then praises Ariel.</p>	<p>Master – the captain Boatswain Mariners</p>								
Act 4	<p>1. Prospero frees Ferdinand from his labours and blesses his union with Miranda. He then creates a magical masque who bless the union. Prospero then interrupts the celebrations remembering that Caliban, Stephano and Trinculo are planning to kill him. Prospero orders Ariel to distract them with fine clothes.</p>	LITERARY CONCEPT: THEME								
		<table border="0" style="width: 100%;"> <tr> <td>Nature and nurture</td> <td>Supernatural and magic</td> </tr> <tr> <td>Power and authority</td> <td>Forgiveness and reconciliation</td> </tr> <tr> <td>Obedience and disobedience</td> <td>Imprisonment and freedom</td> </tr> </table>	Nature and nurture	Supernatural and magic	Power and authority	Forgiveness and reconciliation	Obedience and disobedience	Imprisonment and freedom		
Nature and nurture	Supernatural and magic									
Power and authority	Forgiveness and reconciliation									
Obedience and disobedience	Imprisonment and freedom									
Act 5	<p>1. Prospero announces that his plans are working and orders Ariel to bring the royal party to his location before promising to give up his magic when his plans are complete. Prospero then forgives each of the royal party and reunites Alonso with Ferdinand. Alonso is overjoyed and welcomes Miranda to the family. Prospero invites everyone back to his cell for the night before setting off for Naples the next morning.</p>	VOCABULARY								
		<table border="0" style="width: 100%;"> <tr> <td>thee and thou = you</td> <td>thy = your</td> </tr> <tr> <td>afear'd = afraid / scared</td> <td>art = are</td> </tr> <tr> <td>hath = has</td> <td>o'er = over</td> </tr> <tr> <td>o'th' = of the</td> <td>oft = often</td> </tr> <tr> <td>ere = before</td> <td>thy = your</td> </tr> </table>	thee and thou = you	thy = your	afear'd = afraid / scared	art = are	hath = has	o'er = over	o'th' = of the	oft = often
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Epilogue	<p>Prospero speaks directly to the audience about his loss of magical powers and the need for the audience's applause to set him free.</p>									

KEY CONTEXT

- The play was written by William Shakespeare in **1610** and is thought to be one of the last plays written by Shakespeare.
- The play is centred around the leadership of **Milan**. Milan is a city in Italy and it was an extremely powerful state in the 13th and 14th centuries.
- **Sir Thomas Gates** went on a expedition in the Bermudas in 1609, while on his way to Jamestown in the Virginia colony established by the British. Gates was wrecked in a most dreadful tempest on an island that proved to be so habitable and rich in food that his men were reluctant to leave.
- **Montaigne's** essay *Of the Cannibals* was written in 1580 but was translated into English in 1603 and describes the ceremonies of the Tupinambe in Brazil. He discusses the apparent opposition between the primitive and civilized societies which may have influenced characters, ideas and events in *The Tempest*.

EXTENDED LEARNING ACTIVITIES

1. Storyboard the play as you read to avoid confusion
2. Create character pages with key information about appearance and their actions, including key quotations where appropriate
3. Identify key quotations and write about devices used and connotations of key words.
4. Mind map how each theme is explored within the text.
5. Create a piece of writing (fiction/non-fiction) inspired by the text.
 - write a section of the play as a story
 - write a play/film review
 - re-write a section of the play with an alternative outcome

NO VOICE NO CHOICE KNOWLEDGE ORGANISER

KEY CONTEXTUAL KNOWLEDGE

Malala Yousafzai - Malala is a Pakistani activist for female education and the youngest Nobel Prize laureate. She is known for human rights advocacy, especially the education of women and children in her native Swat Valley in Khyber Pakhtunkhwa, northwest Pakistan, where the local Taliban had at times banned girls from attending school. She was wounded when Taliban gunmen opened fire on her and her friends' school bus in Pakistan's Swat Valley. The then 15-year-old teenager, who had been targeted for speaking out on behalf of girls' education in her region of Swat Valley in Pakistan, was shot in the head, sparking international media outrage. Her autobiographical novel *I am Malala* was published in 2013 and the documentary *He Named me Malala* was released in 2015.

KEY VOCABULARY

activist – a person who campaigns to bring about political or social change.

apartheid - the system of racial segregation in South Africa during the era of white minority rule between 1948 and 1994.

asylum – the protection granted by a state to someone who has left their country as a political refugee.

freedom – the power or right to act, speak or think as one wants without hinderance or restraint. The right to freedom of

Nelson Mandela - Mandela was a South African anti-apartheid revolutionary, political leader, and philanthropist who served as President of South Africa from 1994 to 1999. He was the country's first black head of state and the first elected in a fully representative democratic election. His government focused on dismantling the legacy of apartheid by tackling institutionalised racism and fostering racial reconciliation. He was repeatedly arrested for rebellious activities and was unsuccessfully prosecuted in the 1956 Treason Trial. He was arrested and imprisoned in 1962, and subsequently sentenced to life imprisonment for conspiring to overthrow the state following the Rivonia Trial. Mandela served 27 years in prison before his release.

Nigerian School Girls - On the night of 14–15 April 2014, 276 female students were kidnapped from the Government Secondary School in the town of Chibok in Borno State, Nigeria. Responsibility for the kidnappings was claimed by Boko Haram, an extremist terrorist organization based in north-eastern Nigeria. 57 of the schoolgirls managed to escape and some described their capture at international human rights conferences.

Syrian Refugee Crisis - Since the Syrian civil war officially began March 15, 2011, families have suffered under a brutal conflict that has killed hundreds of thousands of people, torn the nation apart, and set back the standard of living by decades. Nearly 12 million people in the country need humanitarian assistance. War broke the social and business ties that bound neighbours to their community. Millions scattered, creating the largest refugee and displacement crisis of our time. About 6.7 million Syrians are now refugees, and another 6.2 million people are displaced within Syria. Half of the people affected are children.

Iraq - Iraq has had a history full of conflict since the 7th century when Islam was established in the area and Baghdad became the leading Islamic city for five hundred years. In 1926 the modern Iraqi state included the regions of Baghdad, Basra and Mosul under the rule of the British. However, this changed in 1932 with independence. Several coups and occupations followed until 1979 when Saddam Hussein took over. Soon after he became ruler, Iraq came into conflict with Iran. Saddam Hussein decided to punish the Kurds for supporting Iran by using chemical weapons against them. When the Iraq–Iran War ended in 1990 Saddam Hussein invaded Kuwait for its oil. This caused the start of the First Gulf War. As well, Saddam Hussein was portrayed as being 'evil' because he attacked his own people, the Kurds. The end of the war saw renewed attacks on the Kurdish and Shiite populations, as well as continual conflict with the UN. The conflict culminated in the Second Gulf War (2003), which was justified by claims that Iraq was developing weapons of mass destruction.

association is recognised as a human right, a political freedom and civil liberty.

liberation – the action of setting someone free from imprisonment, slavery or oppression.

oppression – the prolonged cruel or unjust treatment or exercise of authority / mental pressure or distress.

refugee – a person who has been forced to leave their country in order to escape war, persecution or natural disaster.

KEY TERMINOLOGY

Literary Terms

Inference – a conclusion reached on the basis of evidence and reasoning

Autobiography – a text written by a writer about their own life

Fact – a statement where there is evidence to prove it to be true

Stanza – a section of a poem

Grammatical Terms

Direct Address – Using 2nd person pronouns 'You' to engage

Evaluative adverb – clearly/subtly/perfectly/carefully...

Declarative – a statement

Linguistic Terms

Alliteration – when words next to or near one another begin with the same letter or sound

Simile – when an object is compared to another using 'as' or 'like'

Metaphor – the direct comparison between one thing and another without the use of 'as' or 'like'

Personification – when human characteristics are given to an inanimate object

Repetition – when a word or phrase is repeated more than once

Rhyme – when two words have a similar sound – often used in poetry

A WORLD OF WORDS KNOWLEDGE ORGANISER

WORLD MAP

GEOGRAPHICAL & CONTEXTUAL
INFORMATION

	<p>London – the capital city of England.</p> <p>Trinidad – Trinidad and Tobago is a dual island in the Caribbean Sea. It was a Spanish, then a British colony for centuries before it achieved independence in 1962.</p> <p>Panama – a transcontinental country between Central America and South America. 40% of its land area is covered by the Panama Jungle.</p> <p>Jamaica – an island country in the Caribbean.</p> <p>Calgary – a city in western Canada. In 1988 it became the first Canadian city to host the Winter Olympics.</p> <p>San Francisco – a city on the west coast of America in the state of California.</p> <p>The Arctic – a polar region located at the northernmost part of Earth. The Arctic consists of the Arctic Ocean, adjacent seas, and parts of Alaska, Finland, Greenland, Iceland, Northern Canada, Norway, Russia, and Sweden.</p> <p>Norway – a country in north western Europe with fjords</p> <p>Vietnam – the easternmost country on the Southeast Asian Peninsula. The Vietnam War was a conflict that was fought from 1957 to 1975 between North and South Vietnam.</p>	
CULTURAL CAPITAL: WIDER READING		
<p>Boy Overboard - Morris Gleitzman - Jamal and sister Bibi want to lead Australia to victory in the World Cup, but that entails a journey from their homeland, Afghanistan where their family has upset the authorities, and a voyage overseas.</p> <p>Oranges in No Man's Land - Elizabeth Laird - Ayesha lives in war-torn Beirut, a city divided by conflict. When Ayesha's granny falls ill, she must cross the barricades into deadly no-man's land to try to get the medication that is needed.</p> <p>Journey to Jo'berg - Beverley Naidoo - A deeply affecting modern classic about a brother and sister who journey through the South Africa of Apartheid in a race against time to find their mother thereby saving their poorly baby sister, Dineo.</p> <p>Refugee Boy – Benjamin Zephaniah - Thrilled to have left his home country of Ethiopia for the first time, Alem is excited to be spending a holiday with his father in London. Happiness turns to despair, however, when he discovers that his father has left him alone in an unfamiliar country...</p> <p>The Unforgotten Coat - Frank Cottrell Boyce – This recounts how Julie tries to help two Mongolian refugees who are struggling to fit in with their new classmates in Liverpool and movingly describes why their friendship ended...</p> <p>Trash - Andy Mulligan - Raphael is a dumpsite boy whose days are spent sifting through rubbish and whose nights are spent sleeping beside it. This deeply affecting story tells how one fateful moment – the discovery of a small leather bag – can radically change one's fortunes...</p>	<p>Australia – country comprising the mainland of the Australian continent, the island of Tasmania, and numerous smaller islands.</p> <p>Mont Blanc – the highest mountain in the Graian Alps, between the regions of Aosta Valley, Italy, and Savoie and Haute-Savoie, France.</p> <p>India – a country in South Asia. Mumbai is a city in the Indian province of Maharashtra, on the outskirts of the city are lots of slums where people live in poverty. The temperature can reach 40 degrees and there is always a shortage of water here because it is not an official living area.</p> <p>South Africa – is the southernmost country in Africa. From 1948 to 1990 South Africa lived under apartheid – a system of racial segregation. Nelson Mandela was the country's first black president between 1994 and 1999.</p> <p>Madagascar – an island country in the Indian ocean 250miles off the east coast of Africa.</p>	
LITERARY CONCEPTS	TEXTS STUDIED	VOCABULARY

<p><u>Literary Terms</u> Anecdote – a personal story Tone – the mood of a piece of writing <u>Grammatical Terms</u> Adjective – a word which describes a noun e.g. green, big, small, unusual Adverb – a word to describe a verb e.g. quickly, loudly, slowly Noun – a person, place or thing (there are different types on noun you should know too) Verb – an action e.g. running, ran, sleep, shouting, shouted Article – a/an/the Analytical verb – shows/suggests/implies/illustrates/hints... Simple sentence – a sentence consisting of only one clause Complex sentence – a sentence containing an independent clause and at least one dependent clause Compound sentence – a sentence with two independent clauses joined by a comma, semi-colon or conjunction Conditional clause – a clause which suggests something may or may not happen e.g. I might, I could... Dependent/subordinate clause – a clause which relies upon an independent clause to make sense Evaluative adverb – clearly/subtly/perfectly/carefully... Explicit – stated clearly Implicit – suggested but not directly expressed Preposition – a word which describes a position of place or time e.g. under, above, meanwhile, later Tense – the time describe by a verb e.g. past/present/future <u>Linguistic Terms</u> Alliteration – when words next to or near one another begin with the same letter Anaphora – repetition of a word/phrase at the beginning of the successive sentences or paragraphs Direct address – the use of ‘you’ often to persuade Emotive language – words or phrases used to have an emotional effect on the reader Hyperbole – use of exaggeration Imperative – a command Inference – a conclusion reached on the basis of evidence and reasoning List – a record of several pieces of information Metaphor – the direct comparison between one thing and another without the use of ‘as’ or ‘like’ Fact – a statement where there is evidence to prove it to be true Opinion – a personal opinion which is not always fact Personification – when human characteristics are given to an inanimate object Repetition – when a word or phrase is repeated more than once Rhetorical question – a question to which an answer is not expected Simile – when an object is compared to another using ‘as’ or ‘like’ Stanza – a group of lines forming a metrical unit in a poem (like a paragraph in a story) Statistic – a numerical value Time phrases – phrases which indicate a time e.g. In 2020... Earlier that year... Triadic structure – a list of three things</p>	<p>UK and London attraction leaflets The Red Ball – a short story written Ismith Kahn Man v. Wild – a TV documentary series where host Bear Grylls travels the world sharing survival techniques Cool Runnings – A film based on the Jamaican bobsled team’s debut in the 1988 Winter Olympics in Calgary Two Scavengers in a Truck – a poem written by Lawrence Ferlinghetti Winter in the Arctic – an extract taken from the opening of a non-fictional text Six Came Back – an extract from a 19th century diary Boy – Roald Dahl’s autobiography of his childhood Lofoten – an advert from a travel brochure Top Gear – a TV documentary about vehicles, set in different areas of the world What Were They Like – poem written by Denise Levertov Australia – an extract from ‘Down Under’ (non-fictional travel writing) by Bill Bryson Australian Adventures – advert from a travel brochure Is Mont Blanc the most dangerous mountain the the world? – a piece of travel writing Mont Blanc Avalance – a news report by Shannon Marie Quirk, Ski Channel Blessing – poem by Imtiaz Dharker Night of the Scorpion – poem by Nissim Ezekiel An ideal for which I am prepared to die – speech delivered by Nelson Mandela</p>	<p>apartheid – the system of racial segregation in South Africa basking – to lie exposed to warmth and light cavalcade – a procession of people walking couloir – a narrow gully with a steep gradient in mountainous terrain democracy – a form of government in which the common people hold domination – to hold social power over another entrenches – to establish firmly that change is extremely unlikely political power through elected representatives fjord – a long narrow inlet gargoyle – a stone carved grotesque form in architecture incantation – a series of words said as a magic spell or charm Mercedes – an expensive make of car municipal – to be linked to a town or its governing body primitive – not modern or up-to-date Quasimodo – The name of the hunchback of Notre Dame in Victor Hugo’s novel Russian Roulette – the practise of loading a bullet into a chamber of a revolver and pulling the trigger saxifrage – a plant native to subarctic and alpine areas scavenger – an animal who feeds on carrion, dead plant material or refuse OR a person who searches for and collects discarded items spasmodic – irregular bursts swell – a regular movement in the sea torpor – a state of mental or physical inactivity</p>
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