Year 7 Term 2: Understanding the World

As part of our coming of age story, we all must learn to **understand the world** around us and how we fit into it. This includes understanding the world outside our own home, outside our own town, and even outside our own country.

Understanding the world also means stepping out of our comfort zone and trying to understand the motives and perspectives of others, no matter how challenging this might be.

Through her diary, we are offered a unique insight into Anne Frank's life as a Jewish girl at the time of the Holocaust, when she was subjected to a life that most of us can only imagine.

Anne Frank's Diary – Key Information

- Anne Frank - the 13-year old writer of the diary
- Otto Frank - Anne's father and the only survivor in the family. Otto found Anne's diary and had it published.
- Margot Frank - Anne's older sister
- Edith Frank - Anne's mother
- The diary begins on Anne's 13th birthday in 1942 and ends just after her 15th birthday in 1944.
- It starts with Anne describing a typical teenage girl's life, but later deals with the oppression and fear she faces while hiding from the Nazis.
- To escape the Nazis, the family had to go into hiding in a secret annexe (a part of her father's office hidden behind a swinging bookcase) with another family.
- The diary comes to an abrupt end. Anne's family were arrested and sent to the concentration camps, where Anne and her mother and sister died.

Anne Frank Themes

- Identity
- War & Conflict
- Loneliness
- Family
- Life and death

Context – The Holocaust

- During the Second World War, Nazis led by Hitler tried to kill all the Jewish people in Europe
- They opened Concentration Camps, where they sent Jewish people to work
- The Nazis ordered Germans to boycott all Jewish shops and businesses
- Jews were prohibited from owning land or being editor of a newspaper
- Nazis ordered Jews over age 15 to apply for identity cards to show to police if asked
- Synagogues all over Germany were destroyed
- Jews were banned from attending school
- All Jews were made to wear a badge to identify them as Jewish
- The Nazis built Death Camps including Auschwitz where they killed Jews by gassing them in their thousands
- Many others died of starvation or exhaustion while working as slaves at the camps
- When Germany was defeated in World War II, the camps were discovered and some Jews were set free
- Throughout the Holocaust, the Nazis murdered 6 million Jewish people including 1.5 million children

Holocaust - the mass slaughter of large groups of people.
Comes from the Greek holokauston, a translation of the Hebrew word ʿolah, meaning a burnt sacrifice offered whole to God.

Understanding the World - Extracts

Malala Yousafzai -
Malala is a Pakistani education activist who was shot in the head by the Taliban when she was 15 years old, because she had spoken out about girls' right to education. Malala experienced displacement when she and her family were moved to the UK for their safety, and she had to adjust to a completely new life in a new country with different rules and customs.

Tara Westover -
Tara is a writer who was raised in Idaho, USA. Her father opposed education, so she never attended school until she was 17. Her birth was not registered and the authorities did not know she existed. Tara was not given a rounded understanding of the world until she actively sought out education herself.

Literary Non-Fiction

Literary non-fiction is written as a narrative with **plot, characters** and **settings** described, but the story is real, not made up. It uses techniques usually associated with fiction, to describe real-life events.

It will often be written using a **first-person narrator**, who writes about their own life.

Literary non-fiction will include literary features such as: **imagery, figurative language, emotive language** and **sensory detail.**

It will also include features of non-fiction such as **personal opini**on and often has **persuasive** elements.

Grammar – bounce-back to term 1

Noun types:
Concrete – A noun we can see, hear, touch, smell or taste e.g. table
Abstract – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension
Proper – A noun which is the name or title of something and is capitalised e.g. Bolton, Turton School
Collective – A singular word used to group together a plural e.g. a group, a herd, a class

Verb types:
Dynamic – A verb that we can see/hear being completed – a deliberate action e.g. I kick, I speak
Stative – A verb that we cannot see being completed e.g. I think, I believe
Imperative – A commanding verb e.g. Do this work, sit down, let's go
Modal – A verb expressing possibility or probability e.g. will, should, could, can, must

Subject: Does the action in a sentence or clause
Past tense: used to describe things that have already happened and usually have an -ed ending
e.g. I walked to school yesterday
Present tense: used to describe things that are happening now
Future tense: describes things that have yet to happen and usually uses 'will' e.g. I will go tomorrow.

Grammar – term 2

Clause types:
Clause - Part of sentence which has a subject and a verb.

Main clause - A clause which would make sense on its own as a full sentence.
e.g. When I get home, I will have my dinner.

Subordinate clause - A clause which would **not** make sense on its own as a full sentence.
e.g. When I get home, I will have my dinner.

Conjunction types:
Coordinating conjunction – A conjunction which joins 2 main clauses FANBOYS – for, and, nor, but, or, yet and so
Subordinating conjunction – A conjunction which joins a subordinate clause to a main one – e.g. while, as, because, since, if

Sentence types:
Simple sentence – A sentence with only one main clause
e.g. I had a nap after school.

Compound sentence – A sentence with more than one main clause, joined by a coordinating conjunction.
e.g. I went home and I had a nap.

Complex sentence – A sentence with at least one main clause and at least one subordinate clause.
e.g. I had to get a taxi because my car wouldn't start.