

# Year 7 Term 2: Understanding the World N



# Context – The Holocaust

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.

- 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 stop using all Jewish shops and businesses.
  - Jewish people were stopped from owning land or being editor of a newspaper.
  - Nazis ordered Jewish people 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.
  - Jewish people found many different ways to resist Nazi persecution. Resistance was very common. Not all resistance was violent. For example, against Nazi orders, people in the ghettos established schools, to maintain education and morale.
  - 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 being forced to work at the camps.
  - 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 'olah, meaning a burnt sacrifice offered whole to God.*

## Anne Frank's Diary – Key Information

## Key Words

- Anne Frank was born in Frankfurt, Germany in 1929. She was the second of two daughters born to Edith and Otto Frank.
- By the time Anne was four years old, the Nazis had taken control in Germany and Otto Frank moved the family to Amsterdam for safety.
- In 1940, the German army invaded the Netherlands and Anne and her family began living under the Nazi regime.
- The Frank family went into hiding in 1942 in the disused part of his business premises. Eventually they were joined there by another family, the Van Pels and a dentist friend – Fritz Pfeffer. The place became known as 'The Secret Annexe.'
- The diary begins on Anne's 13<sup>th</sup> birthday in 1942 and ends just after her 15<sup>th</sup> 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.

**Refugee:** A person who has to run away from their home country to be safe from war, bad treatment, or a big disaster like a flood.

**Genocide:** A plan to completely kill or wipe out a whole group of people because of their race, country, or religion.

**Occupation:** When one country's army moves in and takes full control of another country or area.

**Anti-Semitism:** Being cruel to, hating, or treating Jewish people unfairly just because they are Jewish.

**Persecution:** Being treated very badly and cruelly (like being hurt or jailed) because of your race, your politics, or your religion.

## Anne Frank Themes

- The diary comes to an abrupt end when Anne's family were arrested and sent to the concentration camps, where Anne and her mother and sister died. Anne Frank and her sister Margot died of typhus in the Bergen-Belson concentration camp.
- Only Otto Frank survived the war. Their family friend Miep Gies had kept Anne's diary and Otto decided to fulfil his daughter's wish to have it published. This happened in 1952 under the title 'The Diary of A Young Girl'.

**Identity:** Anne struggles to figure out **who she is** as a young woman growing up, especially as a person going through such traumatic circumstances. She writes about the world around her, her personality, her dreams for the future, and her desire to be a good person, all while trying to define herself apart from her family.

**War & Conflict:** The external conflict of World War II and the persecution of Jewish people forces Anne and her family into hiding, creating a constant internal conflict of fear, stress, and hope.

**Family:** The small space forces the family to live in very close quarters, leading to **tension and arguments**, particularly between Anne and her mother. However, the diary also shows the deep love and support that ultimately holds the family together in their desperate situation.

**Life and death:** The presence of death is a **constant threat** for everyone in the annex, as they are Jewish and being hunted by the Nazis. Anne contrasts this fear with her powerful **optimism and love of life**, believing that people are good at heart and that her life has meaning.

# Grammar – Bounce-back to Term 1

- **Comma Sandwich**  
*The expanse of trees, which shifted in darkness, fully surrounded me.*
- **Semi-colon Split**  
*The birds had long since disappeared; there was no open space for even the smallest of birds.*
- **Colon Clarification**  
*There was the faintest of sounds that seemed to touch the space between the trees: it was my own breathing.*
- **The Writer's Aside**  
*The familiar world – as you can imagine – was a million miles away.*



## IAMAFORESTER Techniques

Technique	Definition	Example
<b>Imperative verbs</b>	Verbs that give a <b>direct command</b> or instruction.	'Buy now!' 'Sign up today.'
<b>Appeal</b>	Using words like 'we', 'our', 'us' to include the reader/audience.	We all must act now!
<b>Modal verbs</b>	<b>Helper verbs</b> that show the <b>possibility, necessity, or certainty</b> of something happening.	'Must,' 'should,' 'could,' 'might,' 'will,' 'can.'
<b>Alliteration</b>	The <b>repetition of the same sound</b> at the beginning of words close to each other.	'Fierce fire flew.'
<b>Figurative language</b>	Using words or expressions that are <b>not meant to be taken literally</b> to create a clearer, more powerful image.	Includes <b>similes, metaphors, and personification.</b>
<b>Opinion</b>	A <b>personal belief or judgment</b> that isn't necessarily based on fact.	'This is the <b>best</b> movie ever made.'
<b>Rhetorical question</b>	A question asked purely to <b>make a point</b> or create a dramatic effect, not to get an actual answer.	'Can we really afford to wait?'
<b>Emotive language</b>	Words chosen specifically to <b>create a strong emotional reaction</b> in the reader (like anger, joy, or sadness).	Using words like ' <b>tragedy</b> ,' ' <b>evil</b> ,' or ' <b>delightful</b> .'
<b>Statistics</b>	<b>Numerical facts</b> or data used as evidence to make an argument seem more reliable.	'75% of users prefer this product.'
<b>Triadic structure</b>	Presenting <b>three related words or phrases</b> in a list to emphasise a point or make it memorable (often called the 'rule of three').	'Faster, cheaper, and safer.'
<b>Exaggeration</b>	Overstating something or making it seem <b>much more important or dramatic</b> than it actually is.	'I've told you a million times!'
<b>Repetition</b>	<b>Repeating a word, phrase, or idea</b> more than once for emphasis.	' <b>Never</b> give up, <b>never</b> surrender, <b>never</b> stop trying.'

## Grammar & Sentences – Term 2

- **Double Adverb Snap**  
Slowly, carefully, I scrambled down the sheer rockface.
  - **Adjective Attack**  
Steep and intimidating, the sudden rise of the forest floor ahead of me caused me to pause.
  - **Three Adjective Punch**  
Fraught, tired, confused, I was no longer the same person who walked innocently into the forest.
- Adverbs:**  
A word that describes or gives more information about a verb, adjective, adverb, or phrase.  
E.g. cheerfully, suddenly, quickly etc.
- Adjectives:**  
A word that describes a noun or pronoun.  
E.g. big, boring, purple, obvious etc.

### Perfect Paragraph

- Answer Sentence:** Start with a clear sentence that answers the question.
- Embedded Evidence:** Include a short quote from the text to support your answer.
- Inferences & Connotations:** Explain what the quote means and what feelings or ideas it suggests.

### Rules of a Leaflet

- Catchy title
- Sub-headings to organise writing into clear sections
- A small section of bullet points

### Writing to Advise

- Understanding, empathetic tone
- IAMAFORESTER – especially MODAL verbs!
- Give suggestions and options (use 'If' clauses – e.g. 'If this happens, then try....')