

Year 7 Term 2: Understanding the World M

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 boycott all Jewish shops and businesses.
 - Jewish people were prohibited 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

- 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 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.
- 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'.

Key Words

Refugee: A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

Genocide: An intentional attempt to destroy an ethnic, national, racial, or religious group.

Occupation: A place being taken over through the use of military force.

Anti-Semitism: Prejudice, hatred of, or discrimination against Jewish people.

Persecution: Hostility and ill-treatment, especially because of race or political or religious beliefs.

Anne Frank Themes

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.

Loneliness: Despite being crammed in with seven other people, Anne often feels deeply **alone and misunderstood**. She uses her diary, which she calls 'Kitty,' as her best friend, pouring out her private thoughts because she feels she has no one else to truly confide in.

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.

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 opinion** and often has **persuasive** elements.

Grammar & Sentences – Term 2

- Double Adverb Snap**
Slowly, carefully, I scrambled down the sheer rockface.
- Three Verb Sentence**
The monstrous fungi billowed, swelled, rose up and up, surrounding the base of every tree.
- Simile Start**
Like a bird knocked out of the sky, I was thrown to the ground as though for the last time.
- 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.

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.

Subject: Does the action in a sentence or clause

Verb: a word used to describe an action or state.
E.g.
Action: The girl was jumping.
State: The girl knew the answers.

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.

IAMAFORESTER Techniques

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

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
- Embedded evidence
- Inferences & connotations
- Techniques

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....')