

Name: _____

YEAR 7

Homework booklet 1

Allusions & SPaG

Knowledge Organiser pg. 2 - 3	
Week 1 tasks pg. 4 - 6	Due in:
Week 2 tasks pg. 7- 8	Due in:
Week 3 tasks pg. 9 -10	Due in:
Week 4 tasks pg. 11 - 12	Due in:
Week 5 tasks pg. 13 - 16	Due in:
Week 6 tasks pg. 17 - 18	Due in:



Allusions

Narrative



Poetry Pathways



My Voice Unit



Canonical Texts



Transformations

Year 7 Knowledge Organiser 1: Allusions

What is an ALLUSION?


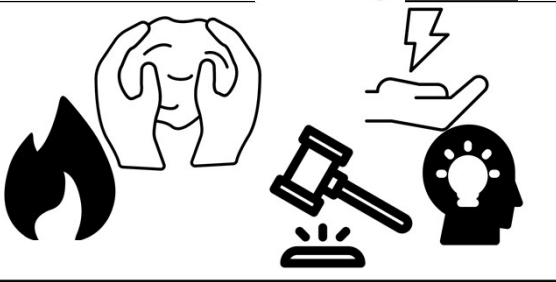
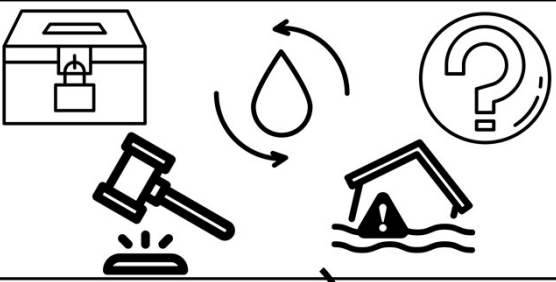


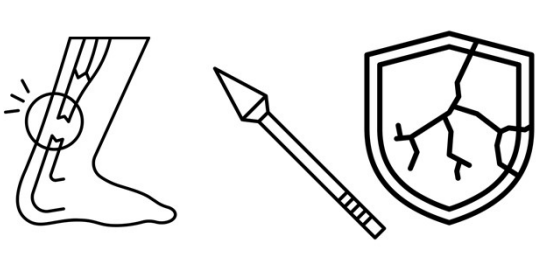
<p>Definition</p> <ul style="list-style-type: none"> An indirect or passing reference to an event, person, place or artistic work that the author assumes the reader will understand. 	<p>Characteristics</p> <ul style="list-style-type: none"> Implies a connection without explicitly mentioning it Enhances meaning through the reference Relies on the reader's prior knowledge Often used in literature, speeches, and everyday conversation
<p>Examples</p> <ul style="list-style-type: none"> "Pride comes before a fall." "This place is the Garden of Eden." "Chocolate is my Achilles' heel." "Open Pandora's box." 	<p>Non-examples (not allusions):</p> <p>Direct references: Achilles is part of the Trojan War story.</p> <p>Detailed descriptions: He was proud and arrogant like Icarus was when he first flew.</p> <p>Clear explanation: "I have a weakness for chocolate."</p> <p>Explicit mentions: "This garden reminds me of the Garden of Eden from the Bible."</p>

Key vocabulary

Indirect	Not obvious
Sin	An immoral act considered to be against religion
Knowledge	Awareness
Ember	Spark
Narcissism	Vanity; self-love
Cleanse	Clean; purify
Unrequited love	Loving someone who doesn't love you back; one-sided love
Ego	A person's sense of self importance; the opinion you have of yourself
Hubris	Excessive pride
Vulnerability	Weakness; susceptibility

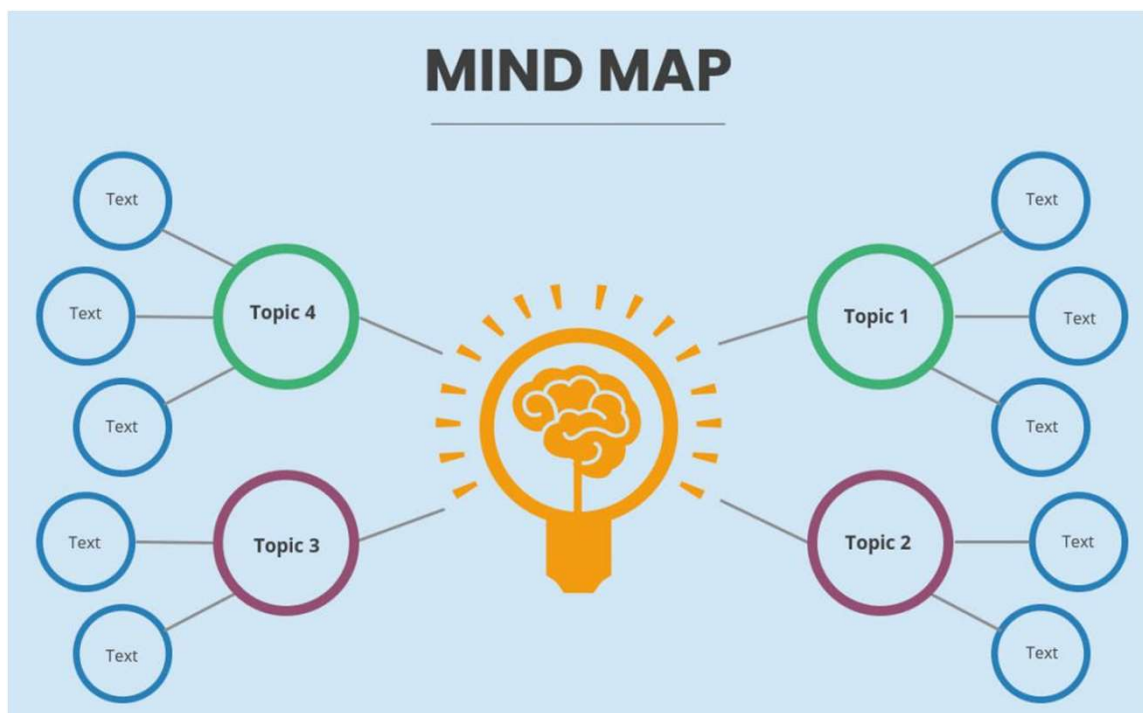
Why are allusions important?

- Most allusions are based on the assumption that there is knowledge that is shared by the author and the reader and that therefore the reader will understand the author's reference.
- It adds to the reader's understanding of what the author is trying to convey.

Story	Images	Themes/ ideas	Dual Coding
Adam and Eve	Serpent Apple Garden of Eden Rib Flaming sword	Sin Knowledge Paradise	
Prometheus	Fire Ember Clay Eagle Liver	Creation Power Punishment Knowledge Wisdom	
Pandora	Jar/ box Flood	Punishment Cleanse Curiosity	
Echo and Narcissus	Reflections Daffodils Echo	Narcissism Vanity Punishment Unrequited love	
Icarus and Daedalus	Sun Flying Wings Feathers Melting wax	Hubris	
Achilles	Ankle Spear	Weakness Vulnerability	

Week 1: Mind maps

- Mind maps help to bring the left and right sides of the brain together.
- They are useful for: remembering and revising, planning out ideas for writing, planning out ideas for presentations.
- Mind maps are a good way of organising and simplifying information, and seeing connections between the different aspects of a topic.
- Force yourself to condense your revision notes down to key words.
- Use colours and images to help make the information meaningful and memorable.



Task 1: Turn the following section of your Knowledge Organiser into a mind map below.

What is an ALLUSION?

<u>Definition</u>	<u>Characteristics</u>
<ul style="list-style-type: none"> An indirect or passing reference to an event, person, place or artistic work that the author assumes the reader will understand. 	<ul style="list-style-type: none"> Implies a connection without explicitly mentioning it Enhances meaning through the reference Relies on the reader's prior knowledge Often used in literature, speeches, and everyday conversation
<u>Examples</u>	<u>Non- examples (not allusions):</u>
<ul style="list-style-type: none"> "Pride comes before a fall." "This place is the Garden of Eden." "Chocolate is my Achilles' heel." "Open Pandora's box." 	<p><u>Direct references:</u> Achilles is part of the Trojan War story.</p> <p><u>Detailed descriptions:</u> He was proud and arrogant like Icarus was when he first flew.</p> <p><u>Clear explanation:</u> "I have a weakness for chocolate."</p> <p><u>Explicit mentions:</u> "This garden reminds me of the Garden of Eden from the Bible."</p>

Task 2: Current learning questions (try to do from memory, but do use your mind map/ Knowledge Organiser if you need).

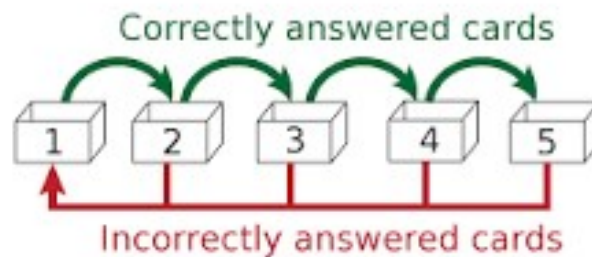
What is an allusion?	
Give an example of a saying that uses allusion.	
What does an allusion imply?	
What does an allusion rely on?	
What type of non-example is this: "He was proud and arrogant like Icarus when he first flew."?	

Task 3: SPaG – capital letters – rewrite the sentences adding the missing capital letters

On monday, i met a spanish man named javier at the beach.	
The king is visiting newcastle in february.	
my german cousin works at the company waterstones	
Whilst on holiday in france, I read war horse by michael morpurgo	
The netherlands used to be ruled by queen beatrix.	

Week 2: Flashcards

- Flashcards are a creative and colourful way to support long-term learning.
- Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others
- Post-it notes can also be useful for key words and timelines
- Use the Leitner Method to ensure your flashcards are effective.



Task 1: Create 10 flashcards – 1 for each of the words in the key vocabulary list on the Knowledge Organiser.

Key vocabulary

Indirect	Not obvious
Sin	An immoral act considered to be against religion
Knowledge	Awareness
Ember	Spark
Narcissism	Vanity; self- love
Cleanse	Clean; purify
Unrequited love	Loving someone who doesn't love you back; one sided love
Ego	A person's sense of self importance; the opinion you have of yourself
Hubris	Excessive pride
Vulnerability	Weakness; susceptibility

- Have the key word on one side – clearly written – quite big!
- Have the definition on the other side – clearly written.
- Practise using them!

Task 2: Current learning questions (try to do from memory, but do use your flashcards if you need).

<p>What does the word 'ember' mean? Can you use it in a sentence?</p>	
<p>What does the word 'unrequited love' mean? Can you use it in a sentence</p>	
<p>What does the word 'cleanses' mean? Can you use it in a sentence</p>	
<p>What does the word 'indirect' mean? Can you use it in a sentence</p>	
<p>What does the word 'hubris' mean? Can you use it in a sentence</p>	

Task 3: SPaG – ending sentences– rewrite the sentences adding capital letters, full stops, question marks, exclamation marks so they are punctuated properly.

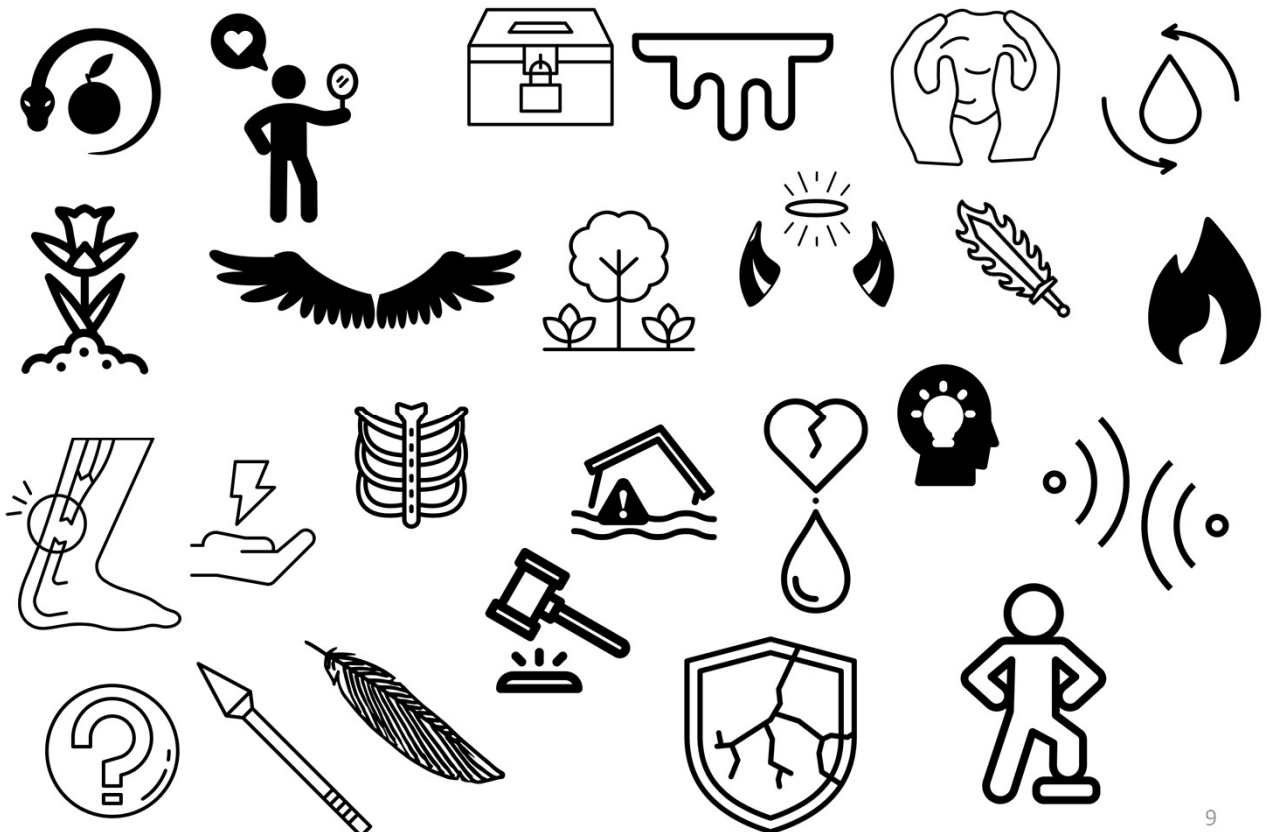
<p>i went to the zoo on friday</p>	
<p>can we go to liverpool in september</p>	
<p>what an incredible surprise</p>	
<p>could I borrow some milk</p>	
<p>maria asked beth if she wanted the scissors</p>	

Week 3: Dual Coding

- Dual coding is the process of combining verbal materials with visual materials.
- There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and images.
- When you have the same information in two formats-words and visuals-it gives you two ways of remembering the information later on. Combining these visuals with words is an effective way to study.

Task 1: Go back to your flashcards from last week. Add an image to the key word side (dual code) that will help prompt you for the definition of that word.

- On the second page of the Knowledge Organiser are the following images. Don't copy them (!) but you can use them to help give you ideas.



Task 2: Current learning questions (try to do from memory, but do use your flashcards if you need).

<p>What does the word 'sin' mean? Can you use it in a sentence?</p>	
<p>What does the word 'knowledge' mean? Can you use it in a sentence</p>	
<p>What does the word 'narcissism' mean? Can you use it in a sentence</p>	
<p>What does the word 'ego' mean? Can you use it in a sentence</p>	
<p>What does the word 'vulnerability' mean? Can you use it in a sentence</p>	

Task 3: SPaG – commas– rewrite the sentences adding commas so they are punctuated properly.

<p>I saw pigs cows sheep and a giant turnip at the farm.</p>	
<p>If you enjoy Italian food you'll definitely like this new restaurant.</p>	
<p>Before you leave make sure you turn the lights off.</p>	
<p>I bought a washing line three potatoes a calculator and twenty napkins.</p>	
<p>When I was watering the plants I saw the new neighbours.</p>	

Week 4: Summarising

- Summarise your topic in a few words.
- Using your own words means you process the information, which improves your understanding and your memory. Keep the notes brief to act as prompts. The aim is to create your summary from memory; do not use notes to help you.

Task 1: Summarise the stories of Adam and Eve and Prometheus in less than 50 words.

- Use as many of the key words as you can.
- Find the key words in the images and themes column on the 2nd page of the Knowledge Organiser.

Adam and Eve summary:

Word count: _____

Prometheus summary:

Word count: _____

Task 2: Current learning questions (try to do from memory, but do use your knowledge Organiser if you need).

Who tells Eve to eat the fruit from the trees?	
Where do Adam and Eve live?	
What does God put to guard the Tree of Life?	
What do Prometheus and Epimetheus make people and animals from?	
When Prometheus is punished, he is chained to the top of the Caucasus mountains. What part of Prometheus does the eagle eat each day?	

Task 3: SPaG – commas– add commas to separate the extra information in the sentences below.

My great grandmother who's ninety six can remember the war.	
Mr. Green's car which is shiny and new has got a big scratch on it.	
Ben one of my best friends is a very bad dancer.	
The train which had been delayed was due to arrive soon.	
Our dinner which we had been planning for weeks was a disaster.	

Week 5: Look, cover, write, check

1. **Look:** first look at the knowledge you wish to know carefully and if there is one part of it that is difficult, look at that part in more detail.
2. **Say:** say the information as you look at it. Practise this.
3. **Cover:** cover the knowledge.
4. **Write:** write the knowledge from memory, saying the word as you do so.
5. **Check:** Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

Task 1: Learn how to spell the key vocabulary from the Knowledge Organiser – using the look, cover, write check system. Do this **THREE TIMES THIS WEEK (in the booklet) and then there will be a spelling test in class.**

<i>Look and Say</i>		<i>Write – without looking!</i>	<i>Check! Did you get it right?</i>
Indirect	<i>Now cover up look and say column!</i>		
Sin			
Knowledge			
Ember			
Narcissism			
Cleanse			
Unrequited			
Ego			
Hubris			
Vulnerability			

<i>Look and Say</i>	<i>Now cover up look and say column!</i>	<i>Write – without looking!</i>	<i>Check! Did you get it right?</i>	
Indirect				
Sin				
Knowledge				
Ember				
Narcissism				
Cleanse				
Unrequited				
Ego				
Hubris				
Vulnerability				

<i>Look and Say</i>	<i>Now cover up look and say column!</i>	<i>Write – without looking!</i>	<i>Check! Did you get it right?</i>	
Indirect				
Sin				
Knowledge				
Ember				
Narcissism				
Cleanse				
Unrequited				
Ego				
Hubris				
Vulnerability				

In class spelling test

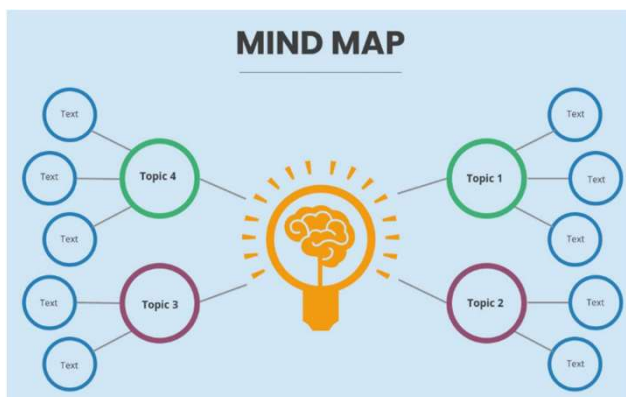
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Week 6: Mind map, dual code, summarising

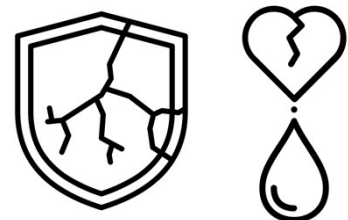
Task: On the next page, create a mind map that showcases the **WHOLE Knowledge Organiser.**

Use colour, dual coding, summarising and all the skills you have learned this half term.



- Dual coding is the process of combining verbal materials with visual materials.
- There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and images.

- Summarise your topic in a few words.
- Using your own words means you process the information, which improves your understanding and your memory. Keep the notes brief to act as prompts. The aim is to create your summary from memory; do not use notes to help you.



Your showcase mind map: Allusions

Seen by teacher?