

**Year 6 English Knowledge Organiser**

**Spring Term 2019**

**Weeks 1 – 7**

**Humanities Topic: Mountains**

Spring Spellings Week 1 Endings sounding like shun	Spring Spellings Week 2 Words with the /k/ sound spelt 'ch'	Spring Spellings Week 3 Words with the /j/ sound spelt ch	Spring Spellings Week 4 Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que	Spring Spellings Week 5 Words with the /s/ sound spelt sc	Spring Spellings Week 6 Words with /el/ (ay) sound spelt 'ei', 'eigh' or 'ey'
invention expression occasion mission passion variation comprehension sensation elation possession electrician magician	scheme chorus echo character ache anchor chaos monarch orchid stomach architect chemistry	chef chalet machine brochure parachute crochet machinery ricochet	league tongue fatigue intrigue plague rogue vague vogue catalogue dialogue unique antique	science scene fascinate crescent scent scenery scented scientist scissors ascend descend ascent	vein they obey neighbour sleigh lightweight reindeer weightlifter freight eighteen reign weight

**Key Question: How and why did Shackleton's Quest to Antarctica create a lasting legacy in Britain?**

**Writing Assessments:**

**Reading: Non-fiction Book, Short Texts and Diary Extract**

- A Biographical Narrative: Ernest Shackleton's Quest to the South Pole (Non-Fiction)**
- A Personal Letter Home: (Fiction)**

Shackleton's Journey by William Grill (2014)  
<https://www.spri.cam.ac.uk/archives/shackleton/articles/1537,3,8.html>

How will I write a narrative about Shackleton's Quest to the South Pole?	How will I write a personal letter from the perspective of an Antarctic explorer?	Key Vocabulary	Sentences and Grammar	Language Techniques
<p><b>Formal, factual, sequenced</b></p> <p>Orientation: Who, What, Where, When, Why, How</p> <p>Use third person pronouns (he, they, his, their)</p> <p>Recount the events in chronological order</p> <p>Use the past simple and past progressive tenses</p> <p>Use sequencing conjunctions</p> <p>Add historical details to keep interest</p> <p>Use technical topic vocabulary</p> <p>Organise events into paragraphs</p> <p>End with your personal viewpoint</p>	<p><b>Emotive, personal, powerful</b></p> <p>Use correct layout of address, date, greeting and ending</p> <p>Set the scene with five-sense description</p> <p>Use first person pronouns – (I, we, us, our)</p> <p>Use the present simple for facts</p> <p>Use the present progressive for actions and feelings</p> <p>Use the past simple and progressive for mentioning past events</p> <p>Use show not tell for physical feelings and emotions</p>	<p>Antarctica</p> <p>Biography, biographical</p> <p>Catastrophe</p> <p>Chronology, chronological</p> <p>Circumnavigate</p> <p>Continent, Crew</p> <p>Endurance, enduring, endure</p> <p>Exploration, explorer, explore</p> <p>Expedition, Hardship</p> <p>Heroic, heroism</p> <p>Island, Knighted, Mariner</p> <p>Nautical, Pack Ice</p> <p>Persevere, perseverance</p> <p>Quest, Rations, rationing</p> <p>Southern Ocean, South Pole</p> <p>Strength, Survival, survived</p> <p>Voyage, Whaling</p>	<p><b>Conjunctions for chronology</b>  <i>Then, next, meanwhile, subsequently</i></p> <p><b>Adverbial Phrases</b>  <i>Boldly continuing, Bravely deciding</i></p> <p><b>Expanded Noun Phrases</b>  <i>Frost-bitten fingertips</i></p> <p><b>Fronted adverbials</b>  <i>Trudging onwards, As the sun rose,</i></p> <p><b>Sentence types</b>  <i>Simple, compound, complex</i></p> <p><b>DE:DE (Description and Detail)</b>  <i>Vast white land. Glittering ice adomed every rock, crevice and clung to my beard in a million vicious icicles.</i></p> <p><b>Synonyms</b> for feeling: cold, hungry, hopeless, determined</p> <p><b>WOW Words</b> for sky, sea, snow and ice:  <i>Heavens, Frothy peaks, Carpet of white, Translucent crystals</i></p>	<p><b>Alliteration</b>  <i>Frigid, freezing fingers</i></p> <p><b>Hyperbole</b>  <i>A million wishes</i></p> <p><b>Metaphor</b>  <i>The crew were lions.</i></p> <p><b>Onomatopoeia</b>  <i>Crack! Crash! Boom!</i></p> <p><b>Oxymoron</b>  <i>Deafening silence</i></p> <p><b>Pathetic fallacy</b>  <i>Ominous thunder</i></p> <p><b>Personification</b>  <i>The furious wind</i></p> <p><b>Repetition</b>  <i>Ice. Ice. Ice.</i></p> <p><b>Rhetorical questions</b>  <i>Would we survive?</i></p> <p><b>Sibilance</b>  <i>Silent, snowy scene</i></p> <p><b>Simile</b>  <i>As strong as an ox</i></p> <p><b>Show Not Tell</b>  <i>We staggered on in silence</i></p>

**What are the Stages of the Hero/Heroine's Journey in Quest Texts?**

- Setting: Ordinary World:** Normal life at the start of the story, before the adventure begins.
- Call to Adventure:** Begin the adventure. There might be a problem or a challenge they need to overcome.
- Tests, Allies, Enemies:** They learns the rules of their new world. They endures tests: strength of will, meets friends, and comes face to face with foes.
- Resolution and Reward:** After surviving their challenge, they earn their reward or accomplish their goal.
- The Road Back:** They embark on their journey back to their ordinary life.

**Websites and Clips for Reading and Research**

- [https://www.coolantarctica.com/Antarctica%20fact%20file/History/Ernest\\_Shackleton\\_map\\_time\\_line.php](https://www.coolantarctica.com/Antarctica%20fact%20file/History/Ernest_Shackleton_map_time_line.php)
- [https://www.youtube.com/watch?v=sgH\\_77tX5I](https://www.youtube.com/watch?v=sgH_77tX5I)  
(Royal Geographical Society)
- <https://www.youtube.com/watch?v=v5vVI37epoI>  
( Features Shackleton's diary extracts read aloud)

Sir Ernest Shackleton  
(1874 – 1922)



Location of Antarctica

The Endurance Trapped in Ice



The Crew of Endurance

