



### Year 7 Autumn Term 1 – Knowledge Organiser ‘Adventures’



**Context**  
During this period of transition students will have opportunities to read, reflect and respond to a variety of fiction (including poetry) and non-fiction texts which develop their understanding of writers’ perspectives on adventures.

- SPAG**
- Effective sentence variety
  - Controlled and effective sentence construction
  - Range of punctuation used accurately
  - Range of vocabulary used effectively
  - Accurate spelling

<b>Content</b>	
Extracts from ‘Harry Potter’	Introduce ideas of adventures, structures of adventures and characteristics of adventurers.
‘Beowulf’ - looking at the text, context and structure.	Learning how to summarise texts with creating a plot plan etc.
Non fiction texts— real life adventurers—Captain Scott and Laura Decker	Reading tasks and creating an adventurer profile, debating on Scott’s decisions.
Read and respond to poetry— looking at the poetic techniques of the poem ‘In the Polar Regions’	Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features present meaning

- Spellings to Learn**
- excited
  - separate
  - definitely
  - writer
  - writing
  - surprise
  - anxious
  - nervous
  - legend
  - character

- Key Terms**
- metaphor
  - alliteration
  - simile
  - personification
  - onomatopoeia
  - genre
  - stanza
  - rhyme
  - rhythm
  - non fiction
  - biography

**ILJ Links**

BBC Bitesize; create own adventure story inspired by travel tales; choose an adventurer that you admire and create an adventure based on their experiences.

- Skills**
- Poetry analysis and comparison
  - Information retrieval
  - Decoding structure and techniques

**Assessment Task**

Reading Task—‘Touching the Void’