

Knowledge Organiser

Year Group	Subject	Topic
6	English	Biography

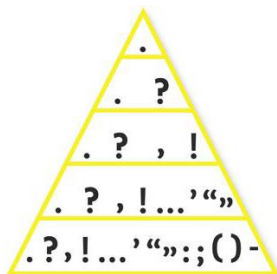
The Big Picture

During this unit, children will learn how to write a biography. They will understand why biographies are written and explore different types of biographies, analysing their structure and purpose. Children will create a timeline to ensure that their biography is written in chronological order and incorporate a range of punctuation in their writing (see punctuation progression pyramid below). They will be introduced to new, relevant terminology and learn to incorporate these in their writing, using a dictionary to help them spell more challenging words. Children will end the unit by writing a biography about the life of Martin Luther-King.

Enquiry Question

What is a biography?
 What is the purpose of a biography?
 Why is it important for a biography to be written in chronological order?
 Should it be written in a formal or informal tone?

Biography	
Biography	An account of a person's life written by another person
Chronological Order	The order in which events occurred
Paragraphs	These are used to organise ideas
Key Events	Identify the most important events in a person's life
Timeline	Key events written in the order in which they occurred.
Subheading	A brief title used to summarise a paragraph



Grammar Techniques	
Prefix	A cluster of letters which goes before a word to alter the meaning.
Semi-colons	These are used to join two main clauses and are used in a place of a conjunction.
Passive voice	The subject undergoes the action as opposed to carrying out the action. The people were hurt by the fire (passive) / The fire hurt the people (active)
Past Tense	Use past tense verbs with an understanding of regular and irregular verbs.
Cohesive Devices	Using fronted adverbials and conjunctions to connect paragraphs
Formal Tone	Written in third person and avoiding slang, contractions and abbreviations.
Third Person	Using pronouns he, she, they, their, etc.

Vocabulary related to Martin Luther-King

African-American.	assassinated.	boycott.
bias	bigotry	civil rights
change	civil resistance	democracy
demonstration	dignity	freedom
segregation	human rights	"I have a dream"

Influential People to research	
Roald Dahl	Children's author behind <i>Charlie and the Chocolate Factory</i> and <i>Matilda</i> .
Jacqueline Wilson	Children's author who has written a range of books including <i>The Story of Tracey Beaker</i> .
Harriett Tubman	Harriet Tubman was an American abolitionist and political activist. Born into slavery, Tubman escaped and subsequently made some 13 missions to rescue approximately 70 enslaved people, including family and friends, using the network of antislavery activists and safe houses known as the Underground Railroad.
Anne Frank	Famous for her diary written during the holocaust whilst hiding in the attic.
Martin Luther-King	Martin Luther King Jr. was an American Christian minister and activist who became the most visible spokesperson and leader in the civil rights movement from 1955 until his assassination in 1968.

Homework ideas:
Task 1 Read 'The Diary of Anne Frank' and write a biography about her life
Task 2 Select an influential person from the list and create a biography on them.
Task 3 Find other words which contain the suffix bio- and write down their meanings.
Task 4 Photocopy a biography found online and then identify and highlight the features of a biography
Task 5 Have a go at writing an autobiography – a book about you, written by you!
Task 6 Try to memorise a page of a biography and practise reading it aloud with expression
Task 7 After reading a biography of your choice, create your own questions about the person for your teacher to answer!

Y6 Information Text: Biography Example Text Annotated Grammar, Punctuation and Spelling Features

All text:
Accurate
spelling,
punctuation
and
grammar
taught
in
previous
years
is
demonstrated
throughout

Tom Daley

¹ preposition
phrases to
add detail and
clarity (e.g.
under the
floorboards,
across the room,
etc.)

Wow!⁷ Who is that figure twirling through the air **high**
above the swimming pool⁸, and what is he all about? Read
on and find out...

² formal
vocabulary and
sentence structure
that matches the
formality of
the text

³ a range of
linking words/
phrases,
including
adverbials, to
join sentences
and paragraphs
together (e.g.
first, then, after,
while,
significantly,
likewise, for
instance etc.)
as
well as repetition
and ellipsis

⁴ passive verbs
(e.g. The Spanish
team were beaten
by France or The
sweets were
eaten by the

⁵ modal verbs
(e.g. can,
could, should,
would, etc.)

⁶ multi-clauses

Introduction

British diver Tom Daley has represented his country in many **competitions**¹⁸ worldwide, including three Olympic Games. He specialises in platform dives – both as a solo athlete and in **synchronised events**⁹.

Family and Early Life

Thomas Robert Daley **was born**⁴ in Plymouth on 21st May, 1994. His father, **Rob**,¹⁵ trained **as an electrician**¹⁰ **while**³ his mother (**Debbie**)¹⁵ was a housewife. Tom is their eldest child:¹⁶ his two brothers, **William and Ben**,¹⁵ are three and five years younger than him. Tom attended local schools and, **despite his education being interrupted**^{2&3} by competitions, he still achieved great exam results **at his secondary school**⁹.

Sporting Beginnings

Having learned to swim³ at the age of four,¹³ Tom then began



¹⁰ adverbs and
adverbials to
add detail and
clarity (e.g.
bravely, often,
repeatedly, in
the blink of an
eye, etc.)

¹¹ expanded
noun phrases to
add detail and
clarity (e.g. a
state-of-the-art
computer or a
hideous, green
alien with a
pointy nose.)

¹² inverted
commas

¹³ commas
for clarity

¹⁴ apostrophes for
possession

¹⁵ brackets,
dashes and
commas for
parenthesis

¹⁶ semi-colons,
dashes and