





Date	Monday 22 <sup>nd</sup> February 2021	
Subject/s	English Imitate	
Learning Objective 	To know the features of a biography	

		SA 	TA 
Success Criteria 	I can highlight the features that tell me it is a biography		
	I know the purpose of a biography		
	I can explain the structure and layout of a biography		
Support	Independent	Adult Support ( )	Group Work

## Thomas John Barnardo

Best known by the name Dr Barnardo, Thomas John Barnardo founded the British charity Barnardo's to provide care for vulnerable children and young people.

### Key Information

Born in Dublin, Ireland, on 4th July 1845, Thomas John Barnardo was the son of John Barnardo and Abigail.

### Early Career

In 1866, Thomas Barnardo left Ireland to move to London where he planned to study at London Hospital to become a doctor. However, when he arrived in London, he was so appalled by the amount of children that he saw living in terrible conditions that he desperately wanted to help. A deadly disease, cholera, was spreading through the East End of the city due to a lack of clean water and basic hygiene. This fatal disease meant that many children from underprivileged families became orphans; this caused many of them to become homeless and end up living on the streets.

### Ragged Schools

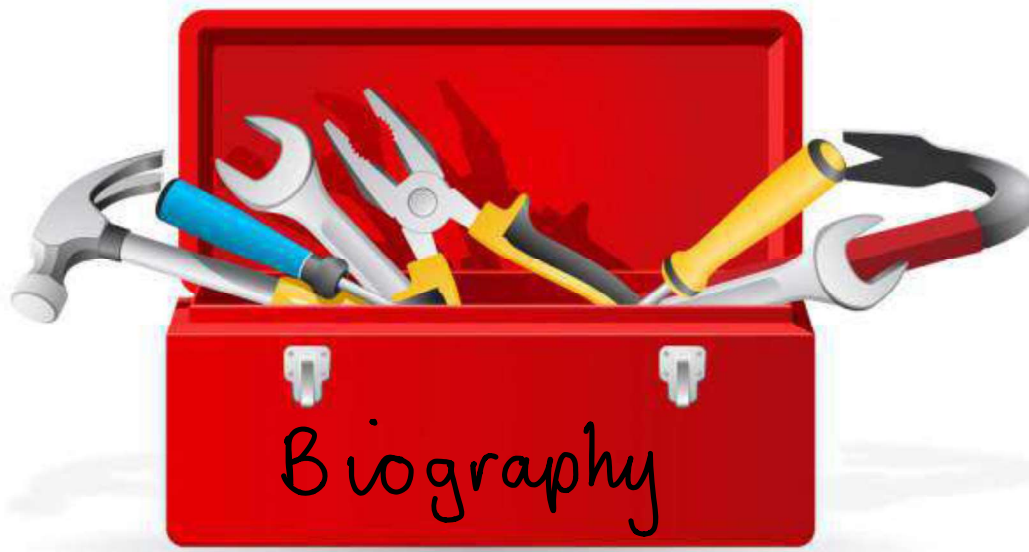
Despite his name, Dr Barnardo stopped training to become a doctor, due to his enthusiasm to help the children of London to experience more positive lives. His initial step was in 1867 when he set up a ragged school, which was a school providing free education, food, clothes and homes to children. One of the original pupils at Dr Barnardo's first ragged school, Jim Jarvis, took Dr Barnardo for a walk around the East End of London one evening, showing him the high quantity of children who slept on the street, often on roofs or in gutters. What he witnessed affected him so much, making him feel very distressed, that Dr Barnardo decided to give up his dream of becoming a doctor, choosing instead to devote his life to helping disadvantaged children.

### Homes for Vulnerable Children

In 1870, Dr Barnardo started his charity, which was known as Dr Barnardo's Homes, to help as many poor children in London as possible. He opened his first orphanage for vulnerable boys in London and spent the nights walking the streets looking for homeless boys who needed somewhere to stay.

### Legacy

During his lifetime, Dr Barnardo and his charity opened 96 homes to look after vulnerable children and young people. From the foundation of the first Barnardo's home in 1867 to his death in 1905, more than 8,500 children had been taken in. Dr He also raised a lot of money to help children to stay with their families when times were difficult. Dr Barnardo's dream of giving every child the best possible future is continued by his charity to this day.



- Opening to introduce person. - One or two sentences at the beginning.
- Chronological structure.
- Subheadings.
- Generalisers (most, many, the majority)
- Subject specific / technical vocabulary.
- Formal tone.
- Detail + description (adjectives, adverbials of place and time).
- Subordinating conjunctions (however, because, as, when, if, despite)

# Ernest Shackleton: A Biography

title names subject of biography colon

Biography

introductory paragraph - overview of subject

**E**rnest **S**hackleton was a famous explorer, **who** with **relentless drive**, was one of the first men to successfully explore and return from Antarctica. He is remembered for his **ambitious** efforts and drive, **and** was best known as a dynamic leader and **an** intelligent master mariner.

subheading

## Early life

dates in chronological order

portrait/photograph of subject

paragraph 2 - subject's early life

Born on **15 February 1874** in County Kildare in Ireland, Ernest Shackleton **was** the second of ten children. In his early life, Shackleton **moved** to Dublin and then London. **Always restless**, he left school at 16 to go to **sea**. School **did not** motivate **Shackleton**; **however**, **he** was a prolific and **diligent** reader - **which** **has been** credited to giving him a great sense of adventure. **Shackleton** had a keen interest in unexplored parts of the world from an early age.



Portrait of Ernest Shackleton  
caption

## Early career

subheading

paragraph 3 - subject's early career

**16-year-old** Shackleton joined the **merchant navy**, which was a profession that both he and his father had always had a shared interest in. **Unsurprisingly**, ambitious Shackleton **achieved the rank of first mate by the age of 18** and became a **certified master mariner** six years later. **This** qualification meant Shackleton **could** command a British ship anywhere in the world.

**Early expeditions**

paragraph 4 - chronological progress through subject's life

**His** first journey to the polar region was in 1901. **He** was recruited to be third officer for Robert Falcon Scott. With Scott and one other, Shackleton trekked towards the South Pole in extremely difficult conditions, getting closer to the Pole than anyone had come before. **Sadly**, this adventure was cut short as Shackleton fell ill **and** it was essential he was sent home on medical grounds. It was a **valuable** experience for Shackleton and one which further fed his **curiosity** in Antarctica. **During his second expedition in 1907-09**, Shackleton and three companions set a new record for being the first explorers farthest south **at the latitude of 88°S**. **This** was just 97 geographical miles from the South Pole; it was the biggest **advance** to the South Pole in history. To mark **this** magnificent **achievement**, Shackleton was **knighted** by King Edward VII.

subheading

3rd person pronouns

3rd person pronouns

active voice

comma to clarify meaning

adverb of manner

comma after fronted adverbial

co-ordinating conjunction

-tial ending

-able ending

y5/6 spelling list

adverb of time

hyphen between years

vocabulary typical of formal writing

dash introduces extra information

subject specific vocabulary

building cohesion in paragraph

colon separates two independent clauses

-ance ending

building cohesion in paragraph

-ent ending

passive voice

word with silent letter

subheading

**Trans-Antarctic Expedition**

use of hyphen

paragraph 5 - detail of subject's main achievement

Devoted to creating a legacy, he **led** the **Trans-Antarctic Expedition** starting on **8 August 1914**. Inspired by the challenge, Shackleton raised money **through** sponsors and selected a **competent** crew **after** a very successful **recruitment** process. 69 dogs were also chosen and trained for the expedition.

photographs used to engage reader



important photograph of life event

**Shackleton and his expedition team**

caption

He **bought** **the ship, Endurance**, for a fraction of the cost and adapted it ready for the expedition. The ship set **sail** from **Plymouth to Buenos Aires**; it **then** spent a month making final preparations **before** heading for **Antarctica**.

-ough letter string

key details shared

commas indicate parenthesis

homophone

significat journey details shared

colon separates two independent clauses

building cohesion

adverb of time links ideas

paragraph 6 - more detail on subject's main achievement

**In December 1914**, the team departed Georgia Island, the last time Shackleton and his men **would** touch land for an astonishing 497 days. **In January 1915**, the Endurance became trapped in ice, ultimately forcing Shackleton and his men to vacate the ship and set up camp on the floating ice. After the ship sank later that year, Shackleton embarked on a **heroic escape** in April 1916, in which he and his men crowded into three small boats and made their way to Elephant Island (which is off the southern tip of Cape Horn).



**Braving the brutal conditions**

caption

important photograph of life event

biography written in chronological order

adverb of time

comma after fronted adverbial

modal verb

adverb of time

formal vocabulary choices typical of formal writing

comma separates subordinate and main clause

subordinate clause

main clause

opinion of author shared

homophone

main clause

brackets to indicate parenthesis

homophone

relative clause

paragraph 7

**On 25 August 1916**, Shackleton returned to Elephant Island to rescue the remaining crew members. **Astonishingly**, not a single member of his 28-men team died during the nearly **two** years they were stranded.

significant events are ordered chronologically

commas after fronted adverbials

active voice

homophone

adverb of manner

homophone

subheading

### Later life

paragraph 8 - subject's later life and summary of achievements

**In late 1921**, he set off on a fourth mission to the South Pole. His goal was to **circumnavigate** the Antarctic. However, on **5 January 1922**, Shackleton suffered a heart attack on his ship and **tragically** died (aged 47). Posthumously, Shackleton was diagnosed as having a **hole** in the heart. Some of his ship mates had been concerned **when** he had repeated attacks of breathlessness and weakness on several of his expeditions. Dying a hero, Ernest Shackleton **is** recognised and remembered **as** one of the most significant and pivotal figures in the **H**eroic **A**ge of **A**ntarctic **E**xploration.

important chronological dates

adverb of time

commas clarify meaning

subject specific vocabulary

important chronological dates

author's opinion shared

brackets indicate parenthesis

homophone

subordinating conjunction

comma after fronted adverbial

present tense used in closing statement

closing statement explains how this person will be remembered

y5/6 word list

subordinating conjunction

ant ending

capital letters for proper nouns