



VISION: Our curriculum is designed to introduce students to a range of voices from different times and places and to help them develop a lifelong love of reading and literature. We aim to encourage students to think deeply about the world around them, making links between the past and present through the study of a wide range of forms such as novels, plays, poetry, short stories, critical essays, speeches, articles and other non-fiction writing. We want Nobelians to be creative, knowledgeable, critical and analytical thinkers who can express their ideas confidently, clearly and accurately both orally and on the page.

	Foci	Assessment	Knowledge Organiser
Unit 1	LITERATURE: <i>An Inspector Calls</i> (Paper 2) Knowledge: <ul style="list-style-type: none"> Plot Character Themes Key quotations Form & structure Context: Edwardian era/ 1912-1945/ post-WW2 attitudes and ideas Authorial intent Skills: <ul style="list-style-type: none"> Write formal essay responses Analyse language, structure & form Show understanding of the relationships between texts and the contexts in which they were written 	Mid-term reading assessment: analytical essay Final reading assessment: analytical essay	<i>An Inspector Calls</i> booklet
(Mini) Unit 2	LANGUAGE: English Language Paper 1 Knowledge: <ul style="list-style-type: none"> Exam technique Narrative/ descriptive techniques Structural devices Spelling, punctuation and grammar rules Skills: <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Write analytical paragraphs Analyse language, structure and form Evaluate a viewpoint Write to describe/ narrate 	Mid-term assessment: mini timed responses to questions 1-5 throughout the unit Final assessment: full English language paper 1 (Also assessed in Year 10 exam)	English language 1 booklet
Unit 3	LITERATURE: The nineteenth century novel – <i>Jekyll and Hyde</i> OR <i>A Christmas Carol</i> (Paper 1) Knowledge: <ul style="list-style-type: none"> Plot Character Themes Key quotations Form & structure Context: Victorian era Authorial intent Skills: <ul style="list-style-type: none"> Write formal essay responses Analyse language, structure & form Show understanding of the relationships between texts and the contexts in which they were written 	Mid-term reading assessment: analytical essay Final reading assessment: analytical essay	<i>A Christmas Carol</i> booklet <i>Jekyll and Hyde</i> booklet



(Mini) Unit 4	<p>LITERATURE: Power and Conflict poetry (Paper 2)</p> <p>Knowledge:</p> <ul style="list-style-type: none">• Content of individual poems• Connections between poems• Themes of power and conflict• Key quotations• Poetic form• Poetic devices• Authorial intent <p>Skills:</p> <ul style="list-style-type: none">• Write formal comparative essay response• Analyse language, structure & form• Show understanding of the relationships between the texts• Show understanding of the texts and the contexts in which they were written	<p>Mid-term reading assessment: analytical comparative essay</p> <p>Final reading assessment: analytical comparative essay (Year 10 exam)</p>	<p>Power and Conflict booklet</p>
(Mini) Unit 5	<p>LITERATURE: unseen poetry (Paper 2)</p> <p>Knowledge:</p> <ul style="list-style-type: none">• Exam technique• Poetic form• Poetic devices <p>Skills:</p> <ul style="list-style-type: none">• Analyse language, structure & form• Show understanding of unseen texts and the relationships between the texts	<p>Mid-term reading assessment: 1 short analytical response 1 short comparative analytical response</p> <p>Final reading assessment: 1 short analytical response 1 short comparative analytical response (Year 10 exam)</p>	<p>Unseen poetry booklet</p>
Unit 6	<p>LANGUAGE:</p> <p>Spoken language</p> <p>leading into...</p> <p>English language Paper 2</p> <p>Knowledge:</p> <ul style="list-style-type: none">• Presentation techniques• Exam technique• Non-fiction writing techniques• Non-fiction forms: articles, reports; essays; travel writing; accounts; sketches; letters; diaries; autobiography• Structural devices• Spelling, punctuation and grammar rules <p>Skills:</p> <ul style="list-style-type: none">• Demonstrate presentation skills in a formal setting• Listen and respond appropriately to spoken language, including to questions and feedback on presentations• Use spoken Standard English effectively in speeches and presentations• Identify and interpret explicit and implicit information and ideas• Select and synthesise evidence from different texts• Analyse language, structure and form• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts• Write to inform/ explain/ argue/ describe	<p>Spoken language presentation</p> <p>Mid-term assessment: mini timed responses to questions 1-5 throughout the unit</p> <p>Final assessment: full English language paper 2</p>	<p>Spoken language booklet</p> <p>English language 2 booklet</p>