



**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 | <p>Heroes and Villains: Greek Mythology</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>The functions of myths</li> <li>Understanding the world of Greek mythology</li> <li>The Greek gods and heroes</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Creative writing to describe</li> <li>Write formal essay response</li> <li>Introduction to PETER</li> </ul>  | <p>Mid- term assessmentT – EXTENDED CREATIVE WRITING: The journey into Hades’ underworld (literacy focus)</p> <p>Final assessment – ESSAY – Is Hercules a Great Hero?</p> <p>Knowledge Test 1</p>  | <p>Autumn term 1: Greek Mythology student booklet</p> <p><a href="#">Greek Myths- Knowledge Organiser.pdf</a></p> |
| Unit 2 | <p>Heroes and Villains: The Tempest</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>Plot</li> <li>Character</li> <li>Themes</li> <li>Key quotations</li> <li>Form &amp; structure</li> <li>Context: the Elizabethan/Jacobean era – travel and exploration, colonialism, patriarchal society</li> <li>Themes: power, violence, magic, revenge, love, forgiveness</li> <li>Authorial intent</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Write formal essay response</li> <li>Analyse language, structure and form</li> <li>Show understanding of the relationships between texts and contexts in which they were written</li> </ul>   | <p>Mid-term assessment - ESSAY: How does Shakespeare present Caliban in Act 1 and 2 of <i>The Tempest</i>?</p> <p>Final assessment - ESSAY: How does Shakespeare use Caliban to explore important ideas in <i>The Tempest</i>?</p> <p>Knowledge Test 2</p> | <p>Autumn term 2: The Tempest</p> <p><a href="#">Tempest - Knowledge Organiser.pdf</a></p>                        |
| Unit 3 | <p>Heroes and Villains: Victorian Villainy (The Ruby in the Smoke by Philip Pullman)</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Plot</li> <li>Character</li> <li>Themes</li> <li>Key quotations</li> <li>Form &amp; structure</li> <li>Context: the Victorian era – social class, child labour, education, patriarchal society, inventions and technology,</li> <li>Characters and relationships: the protagonist and antagonist</li> <li>Themes: inequality, the past (revenge &amp; regret), love &amp; friendship, greed, respectability &amp; criminality, morality</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Write formal essay response</li> <li>Analyse language, structure and form</li> <li>Show understanding of the relationships between texts and contexts in which they were written</li> <li>Using feedback to improve skills from Mid-term to final assessment</li> </ul> | <p>Mid-term assessment – ESSAY : How does Pullman use language to present Mrs Holland</p> <p>Final assessment – ESSAY: How does Pullman use language to present Mrs Holland as a frightening and disturbing character?</p> <p>Knowledge Test 3</p>         | <p>Spring 1&amp;2: The Ruby in the Smoke</p> <p><a href="#">Ruby in the Smoke Knowledge Organiser.pdf</a></p>     |



|                      |   |  |  |
|----------------------|---|--|--|
| <b>(Mini) Unit 4</b> | <p>Heroes and Villains: Narrative Poetry</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"><li>• Plot</li><li>• Character</li><li>• Themes</li><li>• Key quotations</li><li>• Form &amp; structure</li><li>• What is narrative poetry? Types and conventions</li><li>• Narrative poetry through time:<br/>The Epic of Gilgamesh<br/>Beowulf<br/>The Highwayman</li></ul> | <p>Mid-term assessment – ESSAY</p> <p>Final assessment – ESSAY</p> <p>Knowledge test 4</p> | Summer 1: Narrative Poetry                         |
| <b>(Mini) Unit 5</b> | <p><b>KS3 Exam Preparation</b></p> <ul style="list-style-type: none"><li>• Revision of prior knowledge and skills</li><li>• Familiarisation with exam format</li></ul>  | Final assessment – end of year exam  | Knowledge organisers<br>from previous Year 8 units |
| <b>Unit 5</b>        | <p>Heroes and Villains: Creative Writing – The Landlady</p> <ul style="list-style-type: none"><li>• Successful story openings: narrative hooks</li><li>• Characterisation</li><li>• Descriptive writing: setting and atmosphere</li><li>• Structure</li></ul>   | Final assessment – House competition creative writing entry                                | Summer 2: Creative Writing                         |