



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: Rebel Voices | Assessment | Knowledge Organiser |
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| Unit 1 | Rebel Voices: Romeo and Juliet <u>Knowledge:</u> <ul style="list-style-type: none"> Plot Character Themes Key quotations Form & structure Context: Elizabethan era, patriarchal society, tragedy Authorial intent <u>Skills:</u> <ul style="list-style-type: none"> Write to inform & persuade/argue (letter) Write formal essay responses Analyse language, structure & form Show understanding of the relationships between texts and the contexts in which they were written | <p>Mid-term assessment – ESSAY: How does Shakespeare present love in Act 1, scenes 1-3?</p> <p>Final assessment - ESSAY: How does Shakespeare present violence in 'Romeo & Juliet'?</p> <p>Extended writing assessment – letter to the Prime Minister to persuade them to take action to tackle knife crime in the UK</p> <p>Knowledge Test 1</p> | <p>Autumn term 1: Romeo and Juliet</p> <p>Click here for Knowledge Organiser</p> |
| Unit 2 | Rebel Voices: Frankenstein <u>Knowledge:</u> <ul style="list-style-type: none"> Plot Character Themes Key quotations Form & structure Context: Georgian era, The Enlightenment, Romanticism, Galvanism Authorial intent <u>Skills:</u> <ul style="list-style-type: none"> Write to argue/ persuade (newspaper article) Write formal essay responses Analyse language, structure & form Show understanding of the relationships between texts and the contexts in which they were written | <p>Mid-term assessment – ESSAY: In this extract, how does Shelley present Frankenstein as an irresponsible creator/ parent?</p> <p>Final assessment – ESSAY: In the novel 'Frankenstein', how does Shelley present Frankenstein as an irresponsible creator/ parent?</p> <p>Extended writing assessment - newspaper article in response to the viewpoint 'There is no limit to how far we should push scientific experimentation.'</p> <p>Knowledge Test 2</p> | <p>Autumn term 2: Frankenstein</p> <p>Click here for Knowledge Organiser</p> |
| Unit 3 | Rebel Voices: The Modern Novel <u>Knowledge:</u> <ul style="list-style-type: none"> Plot Character Themes Key quotations Form & structure Context: the literature of modern times Authorial intent <u>Skills:</u> <ul style="list-style-type: none"> Extended writing Write formal essay responses Analyse language, structure & form Show understanding of the relationships between texts and the contexts in which they were written | <p>Mid-term assessment: essay</p> <p>Final assessment : essay</p> <p>Extended writing assessment:</p> <p>Knowledge Test 3</p> | <p>Spring term 1&2: The Modern Novel</p> <p>*Knowledge Organiser in student booklet</p> |



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| (Mini) Unit 4 | Rebel Voices: Poetry of Rebellion <u>Knowledge:</u> <ul style="list-style-type: none">Poetic form & structurePoetic devices <u>Skills:</u> <ul style="list-style-type: none">Write comparative formal essay responsesAnalyse language, structure & formShow understanding of the relationships between texts and the contexts in which they were written | Mid-term assessment – comparative analytical paragraphs Final assessment – comparative analytical essay Knowledge Test 4 | Summer 1: Poetry |
| (Mini) Unit 5 | KS3 Exam Preparation <ul style="list-style-type: none">Revision of prior knowledge and skillsFamiliarisation with exam format | Final assessment – end of year exam | All knowledge organisers from Year 9 units |
| (Mini) Unit 6 | Rebel Voices: Creative Writing <u>Knowledge:</u> <ul style="list-style-type: none">Conventions of speech writingPresentation devices (verbal and non-verbal) <u>Skills:</u> <ul style="list-style-type: none">Write a speechPresent a speech to an audience | Final assessment - write and present a speech | Summer 2: Creative Writing |

***The knowledge and skills taught during Year 9 (along with prior learning) are tested in the end of year exam in the summer term after Unit 5.**