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| **SUBJECT**: **English Language** | **YEAR GROUP**: **8yEn2** |
| **TERM: SUMMER TERM** | **RSL CONTACT DETAILS**:  |
| **Key topics students must revise:** | 1. **Plot Summary:** Students must be familiar with the main events, characters, and key turning points in the play.
2. **Character Analysis:** To analyse the main characters, such as Mickey, Edward, Mrs. Johnstone, and Mrs. Lyons, considering their traits, motivations, and development throughout the play.
3. **Themes:** Discuss the main themes, such as social class, superstition, fate, and the consequences of choices, and how they are developed in the play.
4. **Language and Style:** Explore how language, dialogue, and stage directions are used to convey meaning, build tension, and develop characters.
5. **Context:** Discuss the historical and social context (AO3) of the play, considering the issues and events that influenced the author's writing.
6. **Dramatic Techniques:** Review the use of dramatic devices, such as foreshadowing, dramatic irony, and symbolism, and their impact on the audience.
7. **Key Scenes:** Investigate significant scenes in the play, focusing on their contribution to the plot, character development, and thematic exploration. (Refer to lesson notes).

**These topics can help students deepen their understanding of the play and prepare them for comprehensive assessments and discussions.** |
| **How should students revise these topics?**(e.g. Knowledge organisers, Revision linksand resources) | 1. **Knowledge Organisers:** A comprehensive knowledge organiser has been sourced covering the plot details, character analysis, thematic exploration, and key quotations related to language and structure. Organise these details in a clear, visual format to aid memorisation and understanding.
2. **Revision Links and Resources:** Curate online resources, such as websites, videos, and interactive learning platforms, that offer in-depth analysis of the play's language and structure. Recommended resources may include BBC Bitesize, SparkNotes, and dedicated YouTube channels or podcasts discussing "Blood Brothers."
3. **Quotation Analysis:** Provide students with a selection of significant quotations from the play and guide them in closely analysing the language and structural features employed. Encourage them to consider the use of literary devices, sentence structure, and linguistic choices in the quoted passages.
4. **Practice Questions:** This requires students to analyse specific language and structural aspects of the play (AO2). These questions sourced from past exam papers, study guides, or created by the teacher.
5. **Comparison Tasks:** Engage students in comparative analyses of key scenes or characters, focusing on how language and structure are used to convey meaning and evoke specific responses from the audience.
6. **Model Responses:** Provide exemplar responses or annotated extracts that demonstrate effective analysis of language and structure in "Blood Brothers." This will help students understand the expectations for quality responses.

**By incorporating these diverse revision strategies and resources, students can develop a comprehensive and nuanced understanding of the language and structural features employed in "Blood Brothers," effectively preparing them for assessments focused on assessment objective 2 in English Language (AO2: language and structure).** |
| **What revision skills are taught in lessons? And when?** | **In English Language lessons, a variety of revision skills are typically taught to students at different stages of their educational journey. Some common revision skills and when they are taught may include:**1. **Note-taking and Summarisation:** Students are often taught how to take effective notes and summarise key information during their lessons. These skills are important for active reading and critical analysis of texts.
2. **Mind Mapping and Conceptual Organisation:** Many students are introduced to mind mapping and conceptual organisation techniques in their early secondary years. These visual tools aid in understanding and organising complex concepts and ideas.
3. **Quotation and Textual Analysis:** Textual analysis, including the examination of quotations and their significance, is a skill often taught during GCSE and A-level studies. Students learn to dissect and interpret texts at a deeper level.
4. **Revision for Exams:** Specific exam revision skills, such as time management, creating study schedules, and practicing past papers, are typically taught in the lead-up to major exams, such as **end of term assessments**, GCSEs, and A-levels.
5. **Source Evaluation and Research Skills:** Research skills and source evaluation are commonly taught in the later years of secondary education, as students prepare for more advanced academic and independent research projects.

**These skills are integrated into the curriculum at different stages, gradually building upon one another to equip students with the ability to critically analyse, interpret, and revise materials effectively.** |
| **How can students check their revision/understanding?**(website: where students can test themselves on what they have learnt/revised). | [***https://www.bbc.co.uk/bitesize/guides/ztpdbk7/revision/2***](https://www.bbc.co.uk/bitesize/guides/ztpdbk7/revision/2)[***https://www.bbc.co.uk/bitesize/guides/zyfjrdm/revision/1***](https://www.bbc.co.uk/bitesize/guides/zyfjrdm/revision/1)[***https://www.bbc.co.uk/bitesize/topics/zxv7sg8/articles/zsjnrmn#zfqscxs***](https://www.bbc.co.uk/bitesize/topics/zxv7sg8/articles/zsjnrmn#zfqscxs)[***https://www.youtube.com/watch?v=ZqQh1d1J-98***](https://www.youtube.com/watch?v=ZqQh1d1J-98)[***https://www.martinhigh.org.uk/media/w5ubbcm5/gcse-drama-knowledge-organiser.pdf***](https://www.martinhigh.org.uk/media/w5ubbcm5/gcse-drama-knowledge-organiser.pdf) |
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