

## English Department Rationale

Haslingden High School English Faculty's overarching aim is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

### National Curriculum Aims KS5

The overarching aim for English in the national curriculum is to develop a keen interest in and the enjoyment of literature and literary studies at KS5, as well as encouraging the resilience and independence students need in order to undertake academic study at a higher level. Students will be encouraged to;

- Read widely and independently both set texts and others they have selected for themselves.
- Engage critically and creatively, with a substantial body of texts and ways of responding to them.
- Develop and effectively apply their knowledge of literary analysis and evaluation.
- Explore the contexts of the texts they are reading and a variety of interpretations of them.
- Develop their interest in an enjoyment of literature and literary studies as they undertake independent and sustained studies to deepen their appreciation.

YEAR 13	Content	Skills	Rationale / Link to Specification
<b>Autumn Term 1</b>	<p><b>Component 1:</b> Drama and poetry pre-1900</p> <p><b>Revision of Shakespeare: 'Hamlet'</b></p> <p><b>Exam Skills</b></p> <p><b>Hamlet;</b></p> <p><b>Revision of character/plot/themes/ critical views/different interpretations</b></p> <p><b>Extract analysis practice</b></p>	<p>To revise/evaluate the text in close detail, exploring Shakespeare's use of language and dramatic effects.</p> <p>To revise issues raised in specific extracts in relation to their understanding of the play as a whole.</p> <p>To explore ways in which the chosen play is/has been interpreted by different audiences, including over time</p> <p>To develop and effectively apply their knowledge of literary analysis and evaluation in writing.</p> <p>To use literary critical concepts and terminology with understanding and discrimination.</p> <p>To explore contrasts, connections and comparisons between different literary texts.</p> <p>To explore ways in which texts relate to one another and to literary traditions, movements and genres.</p> <p>To explore ways in which texts are interpreted by different readers, including over time.</p> <p>To develop and effectively apply their knowledge of literary analysis and evaluation in writing.</p>	<p>The text will be revised and revisited through extracts in class whilst viewing clips from various adaptations that relate to the scenes.</p> <p>Students will focus on how to plan and write extract exam style responses that incorporate all AOs accordingly, focusing on focus, clarity and structure; model responses will be scrutinised. (AO1 is a skill that our students need to work on at this stage in the course).</p> <p>Students will be expected to re-read the text and watch different versions independently for revision in order to make notes on character, plot and different interpretations (AO5).</p> <p>Students will be expected to produce a bank of revision materials - key quote cards/ critical quote cards/mind maps/plot synopsis for each scene STC. This will be encouraged through a series of 'flip-learning' activities.</p> <p>The main aim is to support students, both as a whole group and individually, in the drafting process of their coursework, whilst allowing some autonomy in their approach.</p>

<p><b>Autumn Term 2</b></p>	<p><b>NEA Tutorials/ sessions</b>  <b>NEA Sessions – Close Reading and Comparative CWK</b></p> <p><b>Component 1 : Drama and poetry pre-1900</b></p> <p><b>Revision of ‘A Merchant’s Tale’ - Chaucer</b></p> <p>Focus on;  Character/plot/themes/ critical views/different interpretations/ Context</p> <p>Independent Study: Hamlet Extract Booklet and Essay plans (to be checked weekly)</p>	<p>Independent Study NEA: Students are to use their ‘Coursework tracker’ on a weekly basis to record progress with close reading coursework.</p> <p><b><i>Close Reading final draft deadline 1<sup>st</sup> week after half term</i></b></p> <p>Close Reading Coursework Final Deadline.</p> <p>To understand the significance of cultural and contextual influences on readers and writers.</p> <p>To identify and consider how attitudes and values are expressed in their chosen text</p> <p>To be able to analyse ways in which writers shape meanings</p> <p>To explore ways in which Chaucer can be interpreted by different audiences, including over time</p> <p>To explore ways in which texts relate to one another and to literary traditions, movements and genres.</p> <p>To use literary critical concepts and terminology with understanding and discrimination.</p> <p>To articulate informed, personal and creative responses using associated terminology, and coherent, accurate written expression.</p>	<p>Students are expected to meet tight deadlines in order to maintain focus – this will be helped by the use of a ‘coursework tracker’ given to students from the outset – this is to ensure that students are on task, whilst being able to identify areas where support is needed.</p> <p>Students will focus on all AOs when self-assessing their work.</p> <p>Sessions will be designed to encourage independence, whilst allowing students to work in groups to discuss their ideas.</p> <p>The text will be revised and revisited through extracts.</p> <p>Students will continue to focus on how to write exam style responses that incorporate all AOs accordingly, continuing to prioritise focus, clarity and structure. – Model answers will be scrutinised.</p> <p>Students will re-read the texts independently as homework, whilst producing a bank of revision materials - key quote cards/ critical quote cards/mind maps/plot synopsis for each text. This will be encouraged through a series of ‘flip-learning’ activities/homework tasks.</p>
<p><b>Autumn Term 2</b></p>	<p><b>Component 1: Drama and poetry pre-1900</b></p> <p><b>Revision of Shakespeare: ‘Hamlet’</b></p> <p><b>Essay practice – focus on AOs</b></p>	<p>To be able to analyse ways in which writers shape meanings</p> <p>To explore ways in which the chosen play is/has been interpreted by different audiences, including over time</p> <p>To articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression.</p>	<p>Students will continue to focus on how to plan and write exam style responses that incorporate all AOs accordingly, continuing to prioritise focus, clarity and structure – model answers will be scrutinised.</p> <p>The text will be revised and revisited through extracts in class whilst looking at clips from various adaptations that relate to the scenes (AO5)</p>

	<p><b>Block A – Component 1</b></p> <p>Section A Exam: Hamlet Extract and Essay</p> <p>Coursework deadline.</p>	<p>Revision of character / plot/themes/critical views/different interpretations</p> <p>Independent Study: NEA: Students are to use their ‘Coursework tracker’ on a weekly basis to record progress with comparative coursework.</p>	<p>Students will continue to produce a bank of revision materials - focusing particularly on essay plans. This will be encouraged through a series of ‘flip-learning’ activities.</p> <p>Students will be expected to complete a coursework tracker on a weekly basis that will be checked in class, to ensure that students are on task, whilst being able to identify areas where support is needed.</p>
<p><b>Spring Term 1</b></p>	<p><b>Component 1 &amp; 2:</b></p> <p><b>Exam Skills - Revision of ‘Dracula’ &amp; ‘Bloody Chamber’ &amp; Critical Appreciation of Gothic Extracts</b></p> <p><b>Revision of Character/context/genre/conventions/plot/themes/critical views/different interpretations and comparisons.</b></p> <p><b>Independent Study: Re-read both set texts, making revision materials.</b></p> <p><b>Revision of ‘A Doll’s House’ - Ibsen</b></p> <p><b>Focus on; Character/plot/</b></p>	<p>To understand the significance of cultural and contextual influences on readers and writers.</p> <p>To identify and consider how attitudes and values are expressed in their chosen text</p> <p>To be able to analyse ways in which writers shape meanings</p> <p>To explore ways in which the chosen play is/has been interpreted by different audiences, including over time</p> <p>To explore ways in which texts relate to one another and to literary traditions, movements and genres.</p> <p>To explore ways in which texts are interpreted by different readers, including over time.</p> <p>To use literary critical concepts and terminology with understanding and discrimination.</p> <p><b>Exam writing skills</b></p> <p>To articulate informed, personal and creative responses using associated terminology, and coherent, accurate written expression.</p> <p>To identify and consider how attitudes and values are expressed in their chosen text</p> <p>To be able to analyse ways in which writers shape meanings</p> <p>To explore ways in which texts relate to one another and to literary traditions, movements and genres.</p>	<p>Students will continue to focus on how to plan and write exam style responses that incorporate all AOs accordingly, continuing to prioritise focus, clarity and structure.</p> <p>Students will re-read the texts independently as homework, whilst producing a bank of revision materials - key quote cards/ critical quote cards/mind maps/comparisons and plot synopsis for each text. This will be encouraged through a series of ‘flip-learning’ activities/homework tasks.</p> <p>Students will consolidate their understanding of the Gothic genre through the scrutiny of a variety of Gothic extract questions, in order to develop their critical appreciation of how gothic conventions, language and context underpin meaning.</p> <p>The text will be revised and revisited through extracts, whilst making direct links with ‘A Merchant’s Tale’</p> <p>Students will continue to focus on how to plan and write exam style responses that incorporate all AOs accordingly, continuing to prioritise focus, clarity and structure.- Model responses will be scrutinised.</p> <p>Students will re-read the texts independently as homework, whilst producing a bank of revision materials - key quote cards/ critical quote cards/mind maps/essay plans etc. This will be encouraged through a series of ‘flip-learning’ activities/homework tasks.</p>

	<p>themes/ critical views/different interpretations/ Context/ comparisons with Chaucer</p> <p>Independent Study - Gothic extract booklet &amp; essay plans</p>		
<p><b>Spring Term 2</b></p> <p>1</p> <p><b>Spring Term 2</b></p>	<p><b>Component 1 Revision –</b> Drama and poetry pre-1900</p> <p><b>Hamlet/Ibsen/ Chaucer</b></p> <p><b>Exam Practice: Past Papers</b></p> <p><b>Component 2: Contextual &amp; Comparative Study</b></p> <p><b>Independent Study –</b> <i>Component 1 Essay plan Booklet.</i></p> <p><b>Component 2 Revision</b> Dracula/ Bloody Chamber/ Gothic Extracts</p> <p>Revise comparisons between both texts.</p> <p><b>Exam Practice: Past Papers</b></p>	<p>To understand the significance of cultural and contextual influences on readers and writers.</p> <p>To identify and consider how attitudes and values are expressed in their chosen text</p> <p>To explore contrasts, connections and comparisons between their chosen literary texts.</p> <p>To explore ways in which texts relate to each other and to literary traditions, movements and genres.</p> <p>To demonstrate close reading skills in analysing unseen prose extracts.</p> <p>To identify and consider how attitudes and values are expressed in unseen extracts.</p> <p>To communicate fluently, accurately and effectively their knowledge, understanding and judgement of unseen extracts.</p> <p>To explore ways in which texts relate to one another and to literary traditions, movements and genres.</p> <p>To explore ways in which texts are interpreted by different readers, including over time.</p> <p>To use literary critical concepts and terminology with understanding and discrimination.</p>	<p>The main aim is for Students to focus on essay writing under timed conditions. Close the Gap activities &amp; model responses will encourage students to identify the AOs they need to focus on.</p> <p>Students will be encouraged to work collaboratively (debate groups) in order to support each other and to engage in critical discussion.</p> <p>Also, students will be constantly encouraged to develop revision skills that work for them as individuals.</p> <p>Students will continue to focus on how to write exam style responses that incorporate all AOs accordingly, continuing to prioritise focus, clarity and structure – model answers will be scrutinised.</p> <p>Students will continue to produce a bank of revision materials - focusing on essay plans (Independent Study Essay plan booklet).</p>

	<p>Prepare for Block B Mock Exam</p> <p><u>Component 1: Ibsen &amp; Chaucer &amp; Component 2 'Gothic'</u></p> <p><b>Independent Study:</b> Component 2 Essay plan booklet.</p>		
<p><b>Summer Term 1</b></p>	<p>Component 1: Drama and poetry pre-1900</p> <p>Timed Exam Practice Independent revision skills and exam practice</p> <p><b>Independent Study:</b> Revision of all texts and exam practice.</p>	<p>To communicate fluently, accurately and effectively their knowledge, understanding and judgement of all texts studied for the exams.</p>	<p>Students will be given a number of timed exam practice questions from both Component 1 &amp; 2.</p> <p>This will ensure students are prepared for the exam and are able to focus on individual areas in order to maximise their final grade.</p> <p>Students will be encouraged to self-assess their work whilst scrutinising model answers and their own work using the OCR mark schemes.</p>