



<b>Overview</b>	<p>Our curriculum at KS5 is a diverse and inclusive one, curated for its relevance for our cohort. Procedural knowledge of how to study independently is imbedded early in the course and built upon throughout. Therefore, independence is explicitly taught, for example how to take notes and different reading strategies and their purposes i.e. Skimming, scanning etc. Key concepts that students learned at KS3 and KS4, such as identity and conflict, are built upon in more sophisticated and challenging ways for example through topics such as Language and Ethnicity, gender, power etc. The intention is to build students' understanding of theories, key concepts, and texts so they may formulate their own ideas about texts in exams and apply their knowledge in the world at large. In these ways we prepare them for the world of further education and work.</p>
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<b>Autumn Term</b>	<p><b>Students will Learn</b></p> <ul style="list-style-type: none"> <li>■ Students will submit first drafts for NEA, original writing and Independent research task.</li> <li>■ Procedural knowledge for analytical essay. Enabling student to analyse a range of different texts.</li> <li>■ To explore a wide range of texts types i.e. transcripts, texts arising out of wide ranging temporal contexts</li> <li>■ To deepen understand of conceptual knowledge for both Paper 1 and 2.</li> <li>■ To strengthen ability to analyse texts by understanding the wide ranging implications of texts/ theories.</li> </ul> <p><b>Students will be retaught as revision</b></p> <ul style="list-style-type: none"> <li>■ Any problem areas arising from year 12 mocks and continuous classroom assessment. Assessments will be used to identify targets which will inform teaching.</li> <li>■ Consolidation and revision of procedural knowledge for Paper 1 and Paper 2.</li> <li>■ Submit first drafts for NEA.</li> </ul>	<b>Assessment</b>
		<ul style="list-style-type: none"> <li>■ A-level English Language Paper 1</li> <li>■ A-level English Language Paper 2</li> </ul>

<b>Spring Term</b>	<p><b>Students will be taught</b></p> <ul style="list-style-type: none"> <li>■ Consolidation of conceptual knowledge of Language diversity and Language change, CLA</li> <li>■ Consolidation of the procedural knowledge for answering the questions for Paper 1 and Paper 2</li> </ul> <p>Continue NEA independent work.</p>	<b>Assessment</b>
		A level English language Paper 1 and Paper 2

<b>Summer Term</b>	<ul style="list-style-type: none"> <li>■ <b>Revision and Exam style practice and feedback</b></li> <li>■ <b>A level Examinations start.</b></li> </ul>	<b>Assessment</b>
		A-level English Language Paper 1 and Paper 2

<b>Useful Resources for Supporting Your Child at Home:</b>	<b>Homework:</b>
<ul style="list-style-type: none"> <li>■ <a (bl.uk)"="" -="" british="" href="http://EngLangBlog&gt;Welcome to EngLangBlog (englishlangsfx.blogspot.com)&lt;/a&gt;&lt;/li&gt; &lt;li&gt;■ &lt;a href=" http:="" library="" library:="" national="" of="" the="" uk="">The British Library: The National Library of the UK - The British Library (bl.uk)</a></li> </ul>	<p>WHGS is subscribed to:</p> <ul style="list-style-type: none"> <li>■ <a href="#">JSTOR Home</a></li> </ul>