



Overview	<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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	Half Term 1	Half Term 2	Assessment
Autumn Term	<p>Students will learn:</p> <ul style="list-style-type: none"> ■ Students will submit first drafts for NEA, original writing and Independent research task. ■ Procedural knowledge for analytical essay. Enabling student to analyse a range of different texts. ■ To explore a wide range of texts types i.e. speeches, instructional writing, addressing wide range of topics. ■ To deepen understand of conceptual knowledge for both Paper 1 and 2. ■ To strengthen ability to analyse texts by understanding the wide-ranging implications of texts/theories. <p>Students will be retaught as revision:</p> <ul style="list-style-type: none"> ■ Any problem areas arising from year 12 mocks and continuous classroom assessment. Assessments will be used to identify targets which will inform teaching. ■ Consolidation and revision of procedural knowledge for Paper 1 and Paper 2. ■ Submit first drafts for NEA. 	<p>Students will learn:</p> <ul style="list-style-type: none"> ■ Students will submit first drafts for NEA, original writing and Independent research task. ■ Procedural knowledge for analytical essay. Enabling student to analyse a range of different texts. ■ To explore a wide range of texts types i.e. speeches, instructional writing, addressing wide range of topics. ■ To deepen understand of conceptual knowledge for both Paper 1 and 2. ■ To strengthen ability to analyse texts by understanding the wide-ranging implications of texts/theories. <p>Students will be retaught as revision:</p> <ul style="list-style-type: none"> ■ Any problem areas arising from year 12 mocks and continuous classroom assessment. Assessments will be used to identify targets which will inform teaching. ■ Consolidation and revision of procedural knowledge for Paper 1 and Paper 2. ■ Submit first drafts for NEA. 	<p>A-level English Language Paper 1</p> <p>A-level English Language Paper 2</p>

	Half Term 3	Half Term 4	Assessment
Spring Term	<p>Students will be taught:</p> <ul style="list-style-type: none"> ■ Consolidation of conceptual knowledge of Language diversity and Language change, CLA ■ Consolidation of the procedural knowledge for answering the questions for Paper 1 and Paper 2 ■ Continue NEA independent work. 	<p>Students will be taught:</p> <ul style="list-style-type: none"> ■ Revision. ■ Feedback on examination performance and preparation of a next steps action plan. ■ To Submit first drafts of NEA 	<p>A-level English language Paper 1 and Paper 2</p>

Summer Term	Half Term 5	Half Term 6	Assessment
	<ul style="list-style-type: none"> ■ Revision and Exam style practice ■ A level Examinations start. 	<ul style="list-style-type: none"> ■ A level Examinations take place. 	<p>A-level English Language Paper 1</p> <p>A-level English Language Paper 2</p>

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