



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>
-----------------	---

Autumn Term	<p>Topics Textual representations – about various subjects from various writers and speakers, for various audiences various purposes, in a variety of genres, using a variety of modes (written, spoken, electronic). Language diversity – Different sociolects (to include social and occupational groups, gender etc). Students will Learn</p> <ul style="list-style-type: none"> ■ Procedural knowledge of writers use language and structure to construct meanings and representations. To explore connections across texts informed by linguistic concepts and methods, contexts, genres and modes. ■ Conceptual knowledge of Language diversity theorists. ■ Procedural knowledge of evaluation i.e. how to form convincing and informed arguments 	Assessment
		<p>In Class</p> <p>A level English Language Paper 1 Section A</p> <p>A level English Language Paper 2 Section A</p>

Spring Term	<p>Topics</p> <ul style="list-style-type: none"> ■ Child Language Acquisition ■ Language Diversity i.e. ethnicity, occupation ■ Language Change i.e. World English ■ Textual Representations <p>Students will learn</p> <ul style="list-style-type: none"> ■ To understand written, spoken, and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres i.e. texts about language and gender, prescriptivist/ descriptivist articles about language change etc ■ To evaluate connections between texts as informed by contexts and language ■ To further develop procedural knowledge of analysis of language, linguistic methods and structural features. ■ Procedural knowledge for transforming language diversity topics for non specialist audience through opinion article form. ■ Conceptual knowledge of concepts of theories surrounding language 	Assessment
		<p>Paper 1 Section A</p> <p>Paper 2 Section A</p>

Summer Term	<p>Topics</p> <ul style="list-style-type: none"> ■ Child Language Acquisition ■ Language Diversity i.e. ethnicity, occupation, ■ Language Change i.e. World English, etc. ■ Textual Representations ■ Introduction to NEA 	Assessment
		<p>A-level English Language Paper 1</p> <p>A-level English Language Paper 2</p>

Summer Term	<p>Students will learn</p> <ul style="list-style-type: none"> ■ Conceptual knowledge of Independent research task and Original Writing (NEA) ■ To begin independent research for NEA. ■ Consolidate procedural knowledge of textual variations analytical and comparative essays. ■ Consolidate procedural knowledge of evaluative essay ■ Consolidation of Procedural knowledge for evaluating connections between texts as informed by contexts and language ■ To further develop procedural knowledge of analysis of language, linguistic methods and structural features. Conceptual knowledge of concepts of theories surrounding language use ■ Procedural knowledge for transforming language diversity topics/ theories and discourses for non specialist audience through opinion article form. 	
--------------------	--	--

Useful Resources for Supporting Your Child at Home:	Homework:
<ul style="list-style-type: none"> ■ EngLangBlog: Welcome to EngLangBlog (englishlangsfx.blogspot.com) ■ The British Library: The National Library of the UK - The British Library (bl.uk) 	<p>WHGS is subscribed to:</p> <ul style="list-style-type: none"> ■ JSTOR Home