



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>Topics Textual representations – about various subjects</p> <ul style="list-style-type: none"> ■ from various writers and speakers ■ for various audiences ■ for various purposes ■ in a variety of genres ■ using a variety of modes (written, spoken, electronic). <p>Language diversity and change:</p> <ul style="list-style-type: none"> ■ Different sociolects (to include social and occupational groups, gender (e.g. Theorists – Lakoff, Paul Kerswill, Milroy, Eckert etc) <p>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 ■ Conceptual knowledge of various contexts and genres ■ Conceptual knowledge of Language diversity theorists. ■ Procedural knowledge of evaluation i.e. how to form convincing and informed arguments 	<p>Topics</p> <ul style="list-style-type: none"> ■ Language Diversity i.e. ethnicity, occupation, ■ Introduction to Language Change i.e. Language and Technology, Jean Aitchison, David Crystal etc. ■ Textual Representations <p>Students will learn:</p> <ul style="list-style-type: none"> ■ To explore a wide range of texts types i.e. written/ spoken in wide ranging topics ■ A range of examples of language in use and research data to inform their study of diversity and change. ■ The conceptual knowledge of issues relevant to language use. ■ To further develop understanding conceptual knowledge of how contextual factors and language features construct meanings 	<p>In Class</p> <ul style="list-style-type: none"> ■ A level English Language Paper 1 Section A ■ A level English Language Paper 2 Section A

	Half Term 3	Half Term 4	Assessment
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, etc. ■ Textual Representations 	<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 	<p>Paper 1 Section A</p> <p>Paper 2 Section A</p>

Spring Term	<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 ■ Conceptual knowledge of language discourses ■ Procedural knowledge to 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 i.e. Child language acquisition (spoken and written), Language diversity and change topics. ■ Conceptual knowledge of opinion article form. ■ Procedural knowledge for transforming language diversity topics for non specialist audience through opinion article form. 	<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 i.e. Child language acquisition (spoken and written), Language diversity and change topics i.e. language discourses ■ Procedural knowledge for transforming language diversity topics/ theories and discourses for non specialist audience through opinion article form. 	

Summer Term	<p>Half Term 5</p> <p>Students will be taught:</p> <ul style="list-style-type: none"> ■ Conceptual knowledge for Child Language Acquisition (i.e. ensuring both spoken and written strands have been taught), Language diversity and change ■ Consolidation of previously taught 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>Half Term 6</p> <p>Student will be taught:</p> <ul style="list-style-type: none"> ■ Conceptual knowledge for Child language acquisition, Language change and ■ Revision of key of concepts and procedural knowledge relevant for Paper 1 and Paper 2 mocks ■ To continue working on NEA independent work ■ Feedback on examination performance and preparation of a next steps action plan. 	<p>Assessment</p>
			<p>A-level English Language Paper 1</p> <p>A-level English Language Paper 2</p>

<p>Useful Resources for Independent Research:</p> <p>WHGS is subscribed to:</p> <ul style="list-style-type: none"> ■ JSTOR Home ■ English & Media Centre Enter emagazine online emagazine (englishandmedia.co.uk)
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