

**KS5 English Language
Year 12
Curriculum Overview: KS5 English Language**

Rationale: To expose students to a variety of texts from different eras and cultural contexts (including articles, web pages, adverts and moving image) in order to fully prepare them for their English Language exam whereby students will need to analyse and respond to unseen texts. Students will be exposed to a range of subject specific terminology as well as theoretical approaches, and will learn how to apply this accurately and appropriately in their critical and creative writing.

Term / Length of Unit	Outline		Assessment	Home Learning	Resources	Knowledge/Skills End Points
Autumn 1 8 weeks	Language Levels (2 weeks) Students will explore the fundamental "Language Levels" that underpin the basis for analysis of the English Language, looking at differences between Spoken and Written modes. Students will explore how the building blocks of language: lexis, syntax, grammar semantics, discourse, pragmatics, phonetics and graphology.	Meanings & Representations Students will explore and read a range of texts to understand the conventions of meanings and representations in language. This scheme aims to encourage sophisticated analysis of all aspects of language with a focus on key terminology required for the exam, across a range of texts and links to other elements of the course including gender, class and attitudes to language.	Progress: Analyse how Text A uses language to create meanings and representations. End: Q1. Analyse how Text A uses language to create meanings and representations. Q2. Analyse how Text B uses language to create meanings and representations. Q3. Compare and contrast Text A and Text B, showing ways in which they are similar and different.	To read a range of texts (e.g. blogs, forums, articles, websites, etc.) and analyse independently.	- Schemes on Shared Area	<ul style="list-style-type: none"> - Retrieval skills - Analysis of unseen text - Comparison of texts - Understanding of A Level terminology - Analysis of language choices - Understanding of contextual influences on representations and meanings created
		Gender Students will explore and read a range of unseen texts, including articles transcripts and adverts to understand how gender and stereotypes impacts language use and representations. Lessons will incorporate a series of discussion and analysing activities. Students will understand a range of Language and Gender theory as well as develop a critical analysis and creative writing style.	Progress: Paper 1 Analyse how language is used in Text A and Text B to present views about gendered language. End Assessment: Analyse how language is used in Text A and Text B to present views about gendered language.	To read a range of wider reading and revise theoretical approaches.	- Schemes on the Shared Area	<ul style="list-style-type: none"> - Debating points of view based on language - Understanding of Level 5 terminology - Understanding of historical context - Evaluating and consideration of ideas/concepts - Analysis of a variety of texts - Understanding theory and concepts - Creative Writing

Autumn 2 7 weeks	Continuing with: Meanings & Representations Students will explore and read a range of texts to understand the conventions of meanings and representations in language. This scheme aims to encourage sophisticated analysis of all aspects of language with a focus on key terminology required for the exam, across a range of texts and links to other elements of the course including gender, class and attitudes to language.	Progress: Analyse how Text A uses language to create meanings and representations. End: Q1. Analyse how Text A uses language to create meanings and representations. Q2. Analyse how Text B uses language to create meanings and representations. Q3. Compare and contrast Text A and Text B, showing ways in which they are similar and different.	To read a range of texts (e.g. blogs, forums, articles, websites, etc.) and analyse independently.	- Schemes on Shared Area	<ul style="list-style-type: none"> - Retrieval skills - Analysis of unseen text - Comparison of texts - Understanding of A Level terminology - Analysis of language choices - Understanding of contextual influences on representations and meanings created
	Occupation & Power Students will explore and read a range of unseen texts, including job descriptions, transcripts and articles to understand how occupation impacts language use. Lessons will incorporate a series of discussion and analysing activities. Students will understand a range of Language and Occupation theory as well as develop a critical analysis and creative writing style.	Progress: Analyse how language is used in Text A and Text B to present views about occupational language. End Assessment: Analyse how language is used in Text A and Text B to present views about occupational language.	To read a range of wider reading and to complete essay style questions.	- Schemes on Shared Area	<ul style="list-style-type: none"> - Debating points of view based on language - Understanding of Level 5 terminology - Understanding of historical context - Evaluating and consideration of ideas/concepts - Analysis of a variety of texts - Understanding theory and concepts
Spring 1 6 weeks	History of English/Language Discourses Students will explore and read a range of texts to understand how the English language has developed/changed over time. This scheme aims to encourage sophisticated awareness of historical events that impact language change. Students will learn to critically evaluate language change applying theoretical approaches.	Progress: Paper 2 Final: Paper 2	To research historical events and create a timeline.	- Schemes on the Shared Area	<ul style="list-style-type: none"> - Retrieval skills - Analysis of unseen text - Comparison of texts - Applying A Level terminology - Analysis of language choices - Understanding of historical events that impact language change -
	Accent, Dialect, Social Class & Ethnicity Students will understand how a person's accent, dialect, race, ethnicity and social class may contribute to the way in which they speak. Students will explore the diversity in speech based on	Progress Check: 'Evaluate the idea that where a person come's from affects the way in which they communicate'	Tasks include creating revision material of theory and terminology, reading articles,	- Schemes on Shared Area	<ul style="list-style-type: none"> - Debating points of view based on language - Understanding of Level 5 terminology - Understanding of historical context

	background factors of the speaker. Students will construct meaningful exam responses in preparation for their examinations and receive written and verbal feedback which enables them to progress.	End Assessment: offers students a choice between: Discuss the idea that social class is the biggest influence on language use OR Discuss the idea that race/ethnicity impacts heavily on language use.	creating your own articles, and completing language surveys on their own idiolect.		<ul style="list-style-type: none"> - Evaluating and consideration of ideas/concepts - Analysis of a variety of texts - Understanding theory and concepts
Spring 2 6 weeks	Paper1: Newspapers/opinion writing Students will explore and read a range of newspaper articles to understand the conventions of news writing through a series of discussion and analysing activities. Students will explore how writers' create certain effects through language and also learn how to apply these in their own writing style.	Progress: Past paper Paper 2 Q3 End: Write an opinion article in which you discuss the issues surrounding claims about gendered language use. Before you start writing you should state your intended audience.	To revise all A Level terminology, approaches to exam questions & theory.	Schemes on Shared Area	<ul style="list-style-type: none"> - Debating points of view based on language - Understanding of Level 5 terminology - Understanding of historical context - Evaluating and consideration of ideas/concepts - Creative Writing - Analysis of a variety of texts - Understanding theory and concepts
	Revision				-
Summer 1 6 weeks	Revision/Begin NEA			-	-
	Begin NEA				
Summer 2 7 weeks	NEA – Investigation Students will explore and read a range of data before refining their Investigation to a topic of their choice. Students will work independently to analyse their findings and create a critical analysis of their findings. Students will explore how writers' create certain effects through language and also learn how to apply these critically in answering their Investigation question.	Final: To create a final draft of a 2,000 word investigation based on a topic of the student's choice. Investigation to be complete with title page, contents, introduction, methodology, analysis, evaluation, bibliography and annotated data (in colour if required).	<p>To complete drafts independently.</p> <p>To research a range of different types of English from around the world.</p>	- Resources (including exemplars) on Shared Area	<ul style="list-style-type: none"> - Independent research & analysis - Applying Level 5 terminology - Applying theory and concepts - Critical and evaluative writing - Creative Writing - Understanding of historical context - Debating points of view based on language

			To read a variety of up-to-date articles about the state of English and its place in the world.		<ul style="list-style-type: none"> - Understanding of Level 5 terminology - Understanding of historical context - Evaluating and consideration of ideas/concepts - Analysis of a variety of texts - Understanding theory and concepts
	<p>NEA – Commentary Students will use their Original Writing piece and their Style Model to compare similarities in genre, style and language choices. Students will work independently to analyse their Style Model and Original Writing to create a critical evaluation of their intentions and language choices made.</p> <p>Revision As Above</p>	<p>Progress: To create a first draft of Commentary based on student's Original Writing and Style Model (minimum of 500 words).</p> <p>Final: To create a final draft of a 750 word Commentary (must be complete with word count, annotated style model, Original Writing and bibliography). Full Paper 1 & Paper 2 PPE in timed conditions.</p> <p>Paper 2 PPE</p>			