

KS5 English Language 2024- 2025
Year 13
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 | <p>History of English 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.</p> | <p>Progress check: Paper 2 Q1/2</p> <p>End assessment: Paper 2 Q1/2</p> | To research historical events and create a timeline. | Schemes on the Shared Area | <ul style="list-style-type: none"> - AO1, AO2 & AO3 - 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 |
| | <p>NEA – Investigation 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.</p> | <p>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 independent draft. | Supporting resources on Shared Area | <ul style="list-style-type: none"> - AO1, AO2, AO3 & AO4 - Independent research & analysis - Applying Level 5 terminology - Applying theory and concepts - Critical and evaluative writing - Creative Writing - Understanding of historical context |
| Autumn 2 7 weeks | <p>Language Acquisition (Spoken Language) Students will explore how children learn to speak and communicate, analysing a range of transcripts, audio/visual texts and texts. Students will understand a range of theoretical approaches to language acquisition and begin to critically apply them in their evaluative writing. Students will explore</p> | <p>Progress Check: Paper 1 Q4</p> <p>End Assessment: Paper 1 Q4</p> | To research case studies for Language Acquisition to develop understanding of wider cases. | Schemes on Shared Area | <ul style="list-style-type: none"> - AO1 & AO2 - Debating points of view based on language - Understanding of Level 5 terminology - Understanding of historical context |

| | | | | | |
|--|---|--|---|--|---|
| | contextual factors, such as learning difficulties that may impact their learning. | | | | <ul style="list-style-type: none"> - Evaluating and consideration of ideas/concepts - Analysis of a variety of texts - Understanding theory and concepts |
| | <p>Meanings & Representations Revision Students will explore and read a range of texts to understand the conventions of meanings and representations in language. The revision 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. Revision of all skills taught last year for the meanings & representation schemes with introduction of the older text.</p> | <p>Progress check: P1 Sect A</p> <p>End assessment: P1 Sect A</p> | To read a range of unseen texts and analyse representation making comparisons across texts. | Schemes on Shared Area | <ul style="list-style-type: none"> - AO1, AO3 & AO4 - 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 <p>Understanding theory and concepts</p> |
| <p>Spring 1 6 weeks (2 week rev/teaching 2 weeks PPEs 2 weeks teaching)</p> | <p>Revision of Year 12 content and Language discourses 2 weeks: Students will revise all topics taught in year 12 (2 weeks)</p> <p>2 weeks exams</p> <p>NEA Mop up: 1-2 weeks (teacher decision): Any NEAs that need completing/editing or finalising paper work on).</p> | <p>Full Paper 1 & Paper 2 PPE in timed conditions as per internal exam schedule.</p> <p>NEAS complete (including paper work)</p> | To revise all A Level terminology, approaches to exam questions & theory. | - Resources and past papers on Shared Area | <ul style="list-style-type: none"> - AO1, AO2, AO3 & AO5 - Independent writing & analysis - Applying Level 5 terminology - Applying theory and concepts - Critical and evaluative writing - Creative Writing - Comparison of texts and representations - Understanding of historical context |
| | <p>Language Acquisition (Reading & Writing) Students will explore how children learn to read and write, analysing a range of transcripts, audio/visual texts and texts. Students will understand a range of theoretical approaches to language acquisition and begin to critically apply them in their evaluative writing. (4 weeks before and after PPEs)</p> | | | | <ul style="list-style-type: none"> - Independent writing & analysis - Applying Level 5 terminology - Applying theory and concepts - Critical and evaluative writing - Understanding of historical context |

| | | | | | |
|--|---|--|---|--|---|
| Spring 2 6 weeks | P2 Q4 practise: A look at how to use Meanings and Reps work to develop their own representation in their writing of villains/victims etc and how to incorporate the texts from Qu 3 into this. | End point: P2 Qu 4 | | - Schemes on Shared Area | <ul style="list-style-type: none"> - AO1, AO2, AO5 - Debating points of view based on language - Evaluating and consideration of ideas/concepts - Understanding form and content of blogs/articles - Using stylistic features |
| | Language Varieties Students will revise all topics that look at the variation of language. These include accent, dialect, race, ethnicity and social class, gender, occupation and power. Students will analyse a range of unseen texts and statements to construct meaningful exam responses in preparation for their examinations and receive written and verbal feedback which enables them to progress. | Exam Practice of timed responses and past paper questions (Paper 2). | To create independent revision resources. | - Schemes on Shared Area | <ul style="list-style-type: none"> - AO1, AO2 & AO3 - 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 |
| Summer 1 4 weeks P1: 21 st May PM P2: 4 th June PM | Revision Students will revise all topics so far (Yr12 & 13) in order to make progress in approaching and answering exams. Lessons will incorporate a range of tasks including modelling, group planning and creative revision to aid progress. Students will develop a critical writing style to enhance their essays. | Exam Practice of timed responses and past paper questions. | To revise all exam content independently. | - Resources (including exemplars) on Shared Area | <ul style="list-style-type: none"> - AO1, AO2, AO3, AO4 & AO5 - Independent revision - Applying Level 5 terminology - Applying theory and concepts - Critical and evaluative writing - Creative Writing - Understanding of historical context |