

Curriculum Overview: KS5 English Language (25/26)

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.

Year 12	Teacher 1	Teacher 2	Homework focus areas / Assessments
<p>Autumn 1 8 weeks September – October 2025</p> <p>Tutor Evening 1/10</p> <p>Data Collection 15/10</p>	<p>Language Level Basics (5 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.</p> <p>Gender (3 weeks) 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.</p>	<p>Language Levels Basics (5 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.</p> <p>Meanings & Representations – introduction (3 weeks) Students will explore and read a range of texts (more gender than before) 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. Focus on Q1 only.</p>	<p>Summer home learning – take in and give WCF</p> <p>Weekly quizzing on home learning</p> <p>FAR – initial mini quiz on understanding of key terminology/Basics</p> <p>MA – Final test on Basics</p> <p>FA -</p>
<p>Autumn 2 7 Weeks November – December 2025</p> <p>Data Collection 10/11</p> <p>Parents Evening: 4/11</p>	<p>Gender (7 weeks) 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.</p>	<p>Accent, Dialect & Ethnicity (7 weeks) Students will understand how a person’s accent, dialect, race and ethnicity may contribute to the way in which they speak. Students will explore the diversity in speech based on background factors of the speaker. They will make links with the other Diversity areas studied so far in order to strengthen their response. Students will construct meaningful exam responses in preparation for their examinations and receive written and verbal feedback which enables them to progress.</p>	<p>FAR –quizzing or planning tasks – depth of ideas/eval etc.</p> <p>MA – Plan and first 2 paras on A/D/E; Full essay on Gender</p> <p>FA – Full essay on both</p>
<p>Spring 1 6 Weeks January-February 2026</p>	<p>Occupation, Social Groups and Power (6 weeks) Students will explore how a person’s occupation and social class impact their ability to communicate as well as their status and power. They will read a range of unseen texts, including job descriptions, transcripts and articles to understand how these things impact 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>History of English – language change (6 weeks) 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>FAR – quizzing planning tasks – depth of ideas/eval etc.</p> <p>MA – Full essay on element of Diversity topic tailored to content so far</p> <p>FA – Full essay on both</p>
<p>Spring 2 5 Weeks February-March</p>	<p>Occupation, Social Groups and Power – continued (2 weeks) Students will explore how a person’s occupation and social class impact their ability to communicate as well as their status and power. They will read a range</p>	<p>History of English – language change (continued) (5 weeks) 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</p>	<p>FAR – Quizzing on content</p> <p>MA - Full essay on both – peer assessed</p>

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<p>Parents' Evening 18/3</p>	<p>of unseen texts, including job descriptions, transcripts and articles to understand how these things impact 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>Meanings & Representations (3 weeks) Students will explore and read a range of texts (more gender than before) 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. Focus on Q1 and 2, allowing the use of new knowledge from Diversity topics and LC.</p>	<p>that impact language change. Students will learn to critically evaluate language change applying theoretical approaches.</p>	<p>FA: PPE1 w/c 23/3 & 2/3</p>
<p>Summer 1 6 Weeks April-May</p>	<p>NEA: Original Writing 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>NEA: Original Writing (2 weeks) 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>FAR: Own openings of genres</p> <p>MA -first 100 words of own piece</p> <p>FA – Final completed OW piece</p>
<p>Summer 2 7 Weeks May-July</p>	<p>Revision as above</p>	<p>Revision as above</p>	<p>FAR: Quizzing</p> <p>MA: Essay on previous topics</p> <p>FA: PPE2 w/c 22/6</p>

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Year 13	Teacher 1: Paper 1	Teacher 2: Paper 2	Homework focus areas / Assessments
Autumn 1 8 Data Collection 15/10	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 explore contextual factors, such as learning difficulties that may impact their learning. Coursework to be completed for home learning	History of English – language change 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.	FAR – mini investigation in groups; summative paragraphs on WE areas covered MA – Methodology and first 100 words of Analysis (verbal feedback); Essay on LC FA – First full draft of their Investigation (written feedback); LC essay
Autumn 2 7 Parents Evening: 4/11 Data Collection 10/11	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 explore contextual factors, such as learning difficulties that may impact their learning.	History of English – language change & World 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.	FAR: Quizzing or planning tasks MA: PPE 1 W/C 17/11 and 24/11 FA: Linked essay to PPE1 per topic
Spring 1 6	Discourses: Comparison Students will revise all topics taught in year 12 and be learn to develop their understanding when creating critical comparative responses (Paper 2 Q3). Students will explore and read a range of newspaper/magazine 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. Students will develop their critical writing skills and understanding of grammar.	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. Q3 Focus – comparison then revisiting Q1/2	FAR: Quizzing MA: Plan and opening 2 paras of a response to P2Q3; P1Q3 full response FA: Full P2Q3 response; P1 Q1-3 full responses
Spring 2 5 weeks Parents’ Evening 18/3	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	Discourses: Discursive Writing Students will revise all topics taught in year 12 and be learning to develop their understanding of creating discursive writing (Paper 2 Q4). Students will develop their critical writing skills and understanding of grammar and, through their previous experience of exploring how writers’ create certain effects through language, learn how to apply these in their own writing style.	MA: PPE2 W/C 23/2 and 2/3 FA: Full papers

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	meanings & representation schemes. All questions focused on		
Summer 1 6 Weeks	<p>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.</p>	<p>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.</p>	
Summer 2 7			Terminal Exams