

# KS5 English Language Curriculum Map

Students are assessed half-termly using exam-style questions.

|                              | Autumn 1                                 | Autumn 2                                     | Spring 1                         | Spring 2                         | Summer 1                                   | Summer 2                                                  |
|------------------------------|------------------------------------------|----------------------------------------------|----------------------------------|----------------------------------|--------------------------------------------|-----------------------------------------------------------|
| <b>Language Levels</b>       |                                          |                                              |                                  |                                  |                                            |                                                           |
| <b>Language in Action</b>    | Teacher 1: Language Under the Microscope | Teacher 1: Language Under the Microscope     | Teacher 1: Topical Issues        | Teacher 1: Topical Issues        | Teacher 1: Comparing and Contrasting Texts | Teacher 1: Comparing and Contrasting Texts and NEA Part A |
| <b>Language Evolution</b>    |                                          |                                              |                                  |                                  |                                            |                                                           |
| <b>Language and Identity</b> | Teacher 2: Child Language Acquisition    | Teacher 2: Child Language Acquisition        | Teacher 2: Language in the Media | Teacher 2: Language in the Media | Teacher 2: Language Change                 | Teacher 2: Language Change and NEA Part B                 |
| <b>Language Debates</b>      |                                          |                                              |                                  |                                  |                                            |                                                           |
| <b>Language Study</b>        | Teacher 1: Language Change               | Teacher 1: Revision and NEA Final Submission | Teacher 1: Revision              | Teacher 1: Revision              | Teacher 1: Revision                        | Teacher 1: Revision                                       |
| <b>Using Language</b>        | Teacher 2: Language Change               | Teacher 2: Revision and NEA Final Submission | Teacher 2: Revision              | Teacher 2: Revision              | Teacher 2: Revision                        | Teacher 2: Revision                                       |

| Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | What new knowledge/content do we introduce?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| By the end of KS5 students are able to...                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 12                                                                       | Year 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Choices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>Understand and apply metalanguage</li> <li>Take an objective stance on topical language issues</li> <li>Recognise and respond to different text types and language discourses (including spoken texts and multimodal texts)</li> <li>Articulate their own views of language, informed by theory and data; independently investigate language in use</li> <li>Develop their skills as producers and interpreters of language.</li> </ul> | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Teacher 1- Component 1: Language Under the Microscope                         | Teacher 1 – Component 2: Language Change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>As there are no set texts to cover on the English Language course, we aim to study sources that reflect the interests of our cohort, including spoken and multimodal texts. Students are encouraged to seek out their own texts and bring these to class for discussion. Students will independently select texts and topics of study for their NEA.</p> <p>Teachers seek out different text types related to contemporary issues to ensure students understand the relevance of their studies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>We provide opportunities for students to make direct links between their English Language studies and career pathways. This includes visits from journalists and children's authors (linking to Child Language Acquisition).</p> <p>Once a fortnight, students receive a 1-1 tutorial session with their class teacher. This provides them with an opportunity to receive bespoke feedback and extension work, as well as giving them experience of the types of learning and questioning they may encounter at university.</p> <p>To support students in their Child Language Acquisition topic, we develop outreach programmes with local primary schools. This involves reading schemes and provides students with the chance to see language in action.</p> <p>Students can support KS3 and KS4 English lessons, for example volunteering as reading mentors for younger students.</p> |
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Component 2: Child Language Acquisition                           | Teacher 2 – Component 2: Language Change<br>NEA: Final Drafts and Submissions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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Component 1: Topical Language Issues                              | Revision Programme<br>Final Exams                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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Component 2: Language in the Media                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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Developing their analysis skills from Year 12 (and strengthening their ability to apply language levels and theoretical approaches to texts), students will consider how contextual factors impact the way that language is produced and received over time.</p> <p>Students will have worked continually on their NEA since the end of Year 12 (with fortnightly tutorials to support this). This project is concluded in Autumn 2 as, at this stage, students have covered all strands of the course and are best placed to collate this knowledge and apply it to their final drafts.</p> <p>Time is built into the course in the Spring and Summer terms to consolidate understanding from all previous units. This ensures students are left with no gaps in their knowledge and gives an opportunity for them to summarise the different strands of their learning and consider how each unit informs and is informed by others.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | T2 - Component 2: Language Change and Component 3: NEA Part B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         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| Rationale for this sequence                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>The A-Level begins with 'Language Under the Microscope' which introduces students to the 'language levels' and the critical analysis skills which form the foundations of this course. These frameworks of study are significantly different to those used at GCSE, and so it is essential that students secure their knowledge of them in the Autumn Term.</p> <p>Alongside this, students will study a topic that they will not have encountered at KS4: 'Child Language Acquisition'. In this topic, students will combine their new knowledge of the language levels with a new knowledge of theoretical concepts of child acquisition in order to analyse the linguistic features of authentic children's spoken text. In doing so, students will build on the evaluation skills developed at KS4 and learn how to systematically apply language concepts and methods of analysis to linguistic data</p> <p>In the Spring Term, students will use their new critical analysis skills to explore 'Topical Language Issues'. They will present their ideas in short pieces of original writing, honing the writing skills they developed studying English Language Paper 2 at KS4. They, students will use the 'language levels' studied in the Autumn Term to compare a variety of spoken and written texts. In this term, students will also study multimodal texts for the first time, analysing them through the lens of theories of language and power, theories of language and gender or theories of language and technology.</p> <p>In the Summer Term, students will begin working on their NEA projects. Students will use their knowledge of the language levels, linguistic terminology, data collection and linguistic analysis (developed over the course of the year) to undertake an independent investigation of language resulting in an essay and an academic poster.</p> <p>Alongside this, students will explore 'Language Change'. In this topic, students will use the language levels to explore how the English language has developed over time and methodologies for studying this.</p> |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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This equips them a foundational knowledge of language, grammar, and syntax. This is developed at KS5 as students expand their technical vocabulary to include more precise terminology, allowing for more in-depth analysis.</p> <p>Students develop their original writing skills at KS4 (English Language Paper 2) as well as paralinguistic and phonological features (Spoken Language Endorsement). These are developed at KS5 through students' production of original writing in 'Topical Language Issues' and their study of phonology throughout the course.</p> <p>The KS4 curriculum exposes students to a range of text types from different time periods (16<sup>th</sup> century, 19<sup>th</sup> century, 20<sup>th</sup> century, 21<sup>st</sup> century). This is developed further at KS5 as students draw on their reading experiences to consider language change.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

