

# Curriculum Overview

## English Language

### KS5

	Year 12	Year 13
Half term 1	<p><b>Paper 1 Section A: Meanings and Representations</b></p> <p>Adapting to the rigour of A-Level study and knowledge – reading and analysing a range of text types and learning the frameworks for language analysis. Introducing students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation.</p> <p><b>NEA: Original Writing and Commentary</b></p> <p>Developing their writing voice by studying a range of style models and genres to then craft their own piece.</p>	<p><b>Paper 1 Section B: AO2: Child Language Acquisition theory</b></p> <p>Exploring academic theory and research into spoken language acquisition in children. Evaluating the theoretical perspective against empirical studies.</p> <p><b>Paper 2: AO2 – Ideas from language study</b></p> <p>Exploring academic theory and research into language variation, with a focus on the waves of sociolinguistic research. Evaluating the theoretical perspective against empirical studies.</p>
Half term 2	<p><b>Paper 1 Section B: Child Language Acquisition</b></p> <p>Developing a basic understanding of the stages of language acquisition in children from 0-6 years of age, learning how to work with data sets and applying knowledge and ideas from linguistics. Introducing students to the study of children’s language development, exploring how children learn language and how they are able to understand and express themselves through language.</p> <p><b>NEA: Original Writing and Commentary</b></p> <p>Developing their writing voice by studying a range of style models and genres to then craft their own piece</p>	<p><b>Paper 1 Section A: Meanings and Representations</b></p> <p>Revisiting key skills and language frameworks for analysis established in Year 12 and developed in Year 13.</p> <p><b>Paper 2 Section B: Language discourses</b></p> <p>Critically evaluating the discourses of language change and variation in the media. Exploring different attitudes and how representations are created.</p>

<p><b>Half term 3</b></p>	<p><b>Paper 1: Exam Strategy and Practice</b> Applying the subject and procedural knowledge to exam-style texts and questions.</p> <p><b>NEA: Original Writing and Commentary</b> Developing their writing voice by studying a range of style models and genres to then craft their own piece.</p>	<p><b>Responsive Curriculum</b> Ensuring mastery of key skills required – language analysis, evaluating the influence of context on language choices, evaluating the key ideas from a range of linguistic fields.</p>
<p><b>Half term 4</b></p>	<p><b>Paper 2: Language Change</b> Learning the key factors that have shaped the major changes in the English Language from 1066 to the present day. Developing critical knowledge and understanding of different views and explanations.</p>	<p><b>Responsive Curriculum</b> Ensuring mastery of key skills required – language analysis, evaluating the influence of context on language choices, evaluating the key ideas from a range of linguistic fields.</p>
<p><b>Half term 5</b></p>	<p><b>Paper 2: Language Variation</b> Learning the key factors in language variation, focused on social groups and cultural factors. Developing a critical knowledge of the research and different views and explanations for variation in the English Language.</p>	<p><b>Responsive Curriculum</b> Ensuring mastery of key skills required – language analysis, evaluating the influence of context on language choices, evaluating the key ideas from a range of linguistic fields.</p>
<p><b>Half term 6</b></p>	<p><b>NEA: Investigation</b></p>	

# Curriculum Overview

## English Literature

### KS5

	<b>Year 12</b>	<b>Year 13</b>
<b>Half term 1</b>	<p><b>Paper 1:</b> <b>Othello</b></p> <p><b>The Great Gatsby &amp; Pre-1900 Love Poetry</b> Exploring themes of love of many kinds, jealousy, corruption, desire, love through the ages, marriage, and social conventions.</p>	<p><b>Paper 2:</b> <b>Thematic Exploration in Shared Context</b></p> <p>Furthering an understanding of the set texts through different thematic lenses, such as: wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class, race and ethnicity; political upheaval and change; resistance and rebellion; imperialism, post-imperialism and nationalism.</p>
<b>Half term 2</b>	<p><b>Paper 1:</b> <b>Othello</b></p> <p><b>The Great Gatsby &amp; Pre-1900 Love Poetry</b> Exploring themes of love of many kinds, jealousy, corruption, desire, love through the ages, marriage, and social conventions.</p>	<p><b>Paper 2:</b> <b>Thematic Exploration in Shared Context</b></p> <p>Furthering an understanding of the set texts through different thematic lenses, such as: wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class, race and ethnicity; political upheaval and change; resistance and rebellion; imperialism, post-imperialism and nationalism.</p>
<b>Half term 3</b>	<p><b>NEA:</b> <b>Orlando</b></p> <p><b>Paper 2:</b> <b>Feminine Gospels</b></p> <p>Exploring post-1945 literature and the seismic changes in the social, political, personal and literary landscape.</p>	<p><b>Responsive Curriculum</b></p> <p>Ensuring mastery of key skills required – knowledge of relevant contexts, methods of analysis and understanding how meaning is shaped, critical academic writing.</p>
<b>Half term 4</b>	<p><b>NEA:</b> <b>Orlando</b></p>	<p><b>Responsive Curriculum</b></p>

	<p><b>Encouraging autonomous personal reading and comparative study of two texts (one pre-1900) and evaluating a range of critical views.</b></p> <p><b>Paper 2:</b> <b>Feminine Gospels</b></p> <p>Exploring post-1945 literature and the seismic changes in the social, political, personal and literary landscape.</p>	<p>Ensuring mastery of key skills required – knowledge of relevant contexts, methods of analysis and understanding how meaning is shaped, critical academic writing.</p>
<p><b>Half term 5</b></p>	<p><b>Paper 2:</b> <b>A Streetcar Named Desire</b> <b>The Handmaid’s Tale</b></p> <p>Exploring post-1945 literature and the seismic changes in the social, political, personal and literary landscape.</p>	<p><b>Responsive Curriculum</b></p> <p>Ensuring mastery of key skills required – knowledge of relevant contexts, methods of analysis and understanding how meaning is shaped, critical academic writing.</p>
<p><b>Half term 6</b></p>	<p><b>Paper 2:</b> <b>A Streetcar Named Desire</b> <b>The Handmaid’s Tale</b></p> <p>Exploring post-1945 literature and the seismic changes in the social, political, personal and literary landscape.</p>	