



## Year 12 English Language Curriculum:

### Year 12 Curriculum aims:

- To study relevant, engaging and up-to-date content that reflects contemporary language study;
- To build on skills learnt through GCSE English Language;
- To study of English in its various forms and contexts;  
To explore a variety of assessment styles, such as data analysis, discursive essays, directed writing, original writing and research-based investigative writing, allowing development of a wide range of skills. These include critical reading, data analysis, evaluation, the ability to develop and sustain arguments and a number of different writing skills which are invaluable for both further study and future employment;
- To encourage interest and engagement of language use and its change.

### National Curriculum Links:

Content: [AQA | AS and A-level | English Language | Subject content – A-level](#)

|       | Half term 1   | Half term 2  | Half term 3   | Half term 4   | Half term 5   | Half term 6  |
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| Topic | <p><b>Teacher 1</b> and<br/><b>Teacher 2:</b><br/>Introduction of key frameworks. Single analysis of texts applicable to assigned frameworks as knowledge progresses.</p> | <p><b>Teacher 1:</b> (Paper 1B)<br/>Introduction of child language development: speech, acquisition theory and analysis.<br/><b>Teacher 2:</b> (Paper 1A)<br/>Textual variation and representation.<br/>Continuation of analysis, applying frameworks and forming connections between texts.</p> | <p><b>Teacher 1:</b> (Paper 1B)<br/>Continuation of child language acquisition – reading and writing<br/><b>Teacher 2:</b> (Paper 2A)<br/>Language Diversity: language change, social groups, geographical, age and technology (Chapter 15 of AQA textbook)</p> | <p><b>Teacher 1:</b> Language and gender<br/><b>Teacher 2:</b> (Paper 2A)<br/>Continuation of Language Diversity: language change, social groups, geographical, age, identity and technology (Chapter 15 of AQA textbook)</p> | <p><b>Teacher 1:</b> NEA: Approaches to language investigation<br/><b>Teacher 2:</b> Language Diversity and Change: focusing on occupation (Chapter 15 of AQA textbook)</p> | <p><b>Teacher 1:</b> Completion of NEA – language investigation<br/><b>Teacher 2:</b> Language diversity and change: focusing on ethnicity and identity (chapter 15 of textbook)</p> |

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| <b>Vocab/ Literacy</b> | <p><a href="#">Glossary of Key Terms</a></p> | <p>T1: Key terms including those linked to stages in a child’s language development, non-verbal communication and terminology linked to theories of language acquisition – see glossary and frameworks for more detail.</p> <p>T2: Key terms included in the variations of texts and analysis of genre and mode – see glossary and the frameworks for more details.</p> | <p>T1: Key terms as previously mentioned for child language development;</p> <p>T2: Key terms for analysis of diachronic change; the terms for processes of language change and semantics – see glossary and frameworks for more details.</p> | <p>T1: Key terms including gender representation; the contrast between language use and models of language use between genders – see glossary and frameworks for more detail.</p> <p>T2: Continuation of previous terms</p> | <p>T1: Key terms exploring the different approaches to investigation; language to explore data and collection; terms around transcripts – see glossary and frameworks for more detail.</p> <p>T2: Key terms as before and including occupational register – see glossary and frameworks for more detail.</p> | <p>T1: as previous term;</p> <p>T2: Terms including code switching, dialect levelling, multiple negation, idiomatic phrase and social mobility - see glossary and frameworks for more detail.</p> |
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| <p style="text-align: center;"><b>Knowledge, Skills and Understanding</b></p> | <p>Acquisition of new concepts, explore their use in a range of engaging non-fiction texts and appreciate their use in conveying meaning, ideas and attitudes;</p> <p>To expand linguistic vocabulary through annotation of extracts, planning of analytical responses and completion of analytical style responses;</p> <p>To engage with texts across time, reflecting upon personal language usage and appreciation and recognition of how diverse our language is.</p> | <p>Continuation of the previous term's aims;</p> <p>To explore how children develop their spoken and written skills through study of the functions of children's language;</p> <p>Develop knowledge of phonological, pragmatic, lexical, semantic and grammatical development;</p> <p>Explore different genres of speech and writing, and modes of communication (spoken, written, multimodal)</p> <p>To learn and utilise theories and research about language development;</p> <p>To study a range of texts from a variety of subjects, writers and speakers, audiences, purposes, genres, time periods, modes and places and understand how language is used in these texts.</p> <p>To develop skills and be able to write discursively about language issues in an</p> | <p>Along with continuation of the previous aims for CDL: consolidation of analysis and exploration of developmental stages in language;</p> <p>To hone writing skills in repose to exam-style questions;</p> <p>To evaluate examples of language in use;</p> <p>To explore how and why language varies due to personal, social, geographical and temporal contexts;</p> <p>To develop critical knowledge and understanding of different views and explanations.</p> | <p>To explore texts on a variety of subjects, from different writers and speakers, aimed at numerous audiences for various purposes, in diverse genres, modes, times and places.</p> <p>To study how language is shaped by differences and contexts;</p> <p>Analysis of how language is used to construct meaning and representations</p> <p>Interpret the way language enhances relationships between the writers, speakers and audience.</p> <p>Continuation of the previous aims for language diversity.</p> | <p>Along with development of skills from the previous term:</p> <p>Learn how to research and collate data;</p> <p>Be able to apply language knowledge and appropriate linguistic methods for analysis;</p> <p>To write accurately and cohesively, in an academic style;</p> | <p>To hone and expand on the skills from the previous term, drawing knowledge together for application across the units.</p> |
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|                             |   | academic essay, analysing texts as parts of discourses about language, and to write about language issues in a variety of forms to communicate ideas to a non-specialist audience. |  |  |  |  |
| <b>What we will assess</b>  | Assessment for learning to explore where language comes from, how we learn it, how it changes and how it is used for specific purposes. Formative assessment as per SOWs; summative assessment includes three formal assessments throughout the year and two responses per half term for each teacher. AQA grading criteria and boundaries will be used to determine levels and also ways forward for each individual student.  |  |  |  |  |  |
| <b>Personal Development</b> | <p>Personal experiences and how we are shaped;</p> <p>Consideration of the world around us and how communication varies depending on specific contexts and variables;</p> <p>Development of interest in social issues, and awareness of how we receive information within society;</p> <p>Career links including: digital copywriter, academic librarian, editorial assistant, advertising copywriter, English as a foreign language teacher, marketing executive, lexicographer, information officer, journalist, educational consultant, publishing copy-editor/proof-reader, arts administrator, web content manager, writer, media researcher and more.</p> |  |  |  |  |  |



**Year 13 English Language Curriculum:**

**Year 13 Curriculum aims (continued from Year 12):**

- To study relevant, engaging and up-to-date content that reflects contemporary language study;
- To build on skills learnt through GCSE English Language;
- To study of English in its various forms and contexts;  
To explore a variety of assessment styles, such as data analysis, discursive essays, directed writing, original writing and research-based investigative writing, allowing development of a wide range of skills. These include critical reading, data analysis, evaluation, the ability to develop and sustain arguments and a number of different writing skills which are invaluable for both further study and future employment;
- To encourage interest and engagement of language use and its change.

**National Curriculum Links:**

**Content:**

[AQA | AS and A-level | English Language | Subject content – A-level](#)

|              | Half term 1   | Half term 2  | Half term 3  | Half term 4  | Half term 5         | Half term 6         |
|--------------|---|--|--|--|---------------------|---------------------|
| <b>Topic</b> | <p><b>Teacher 1:</b> (Paper 2A) Language diversity and change: introduction and application of knowledge to texts exploring accent and dialectal variation (chapter 15 AQA textbook)</p> <p><b>Teacher 2:</b> NEA Original Writing: persuasion, storytelling and information.</p> | <p><b>Teacher 1:</b> (Paper 2B) Writing preparation drawing upon and consolidating writing skills from teacher 2 NEA.</p> <p><b>Teacher 2:</b> NEA: Completion of Original Writing and commentary.</p> | <p><b>Teacher 1:</b> Revision: Child language acquisition, dialect, language variation and change.</p> <p><b>Teacher 2:</b> Revision of units for Paper 1 Section A and B, and Paper 2 section A and B.</p> <p>Both teachers: development of comparative skills.</p> | <p><b>Teacher 1:</b> Revision of Paper 1 Section A and B; Paper 2 Section A and B.</p> <p><b>Teacher 2:</b> Revision of Paper 1 Section A and B; Paper 2 Section A and B.</p> <p>Both teachers: development of comparative skills.</p> | Study Leave / Exams | Study Leave / Exams |

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| <b>Vocab / Literacy</b> | <p><u><a href="#">Glossary of key terms</a></u></p> <p>Key terms including those to define the process of language change, endangered language and loaned vocabulary - see glossary and frameworks for more detail.</p> <p>Key terms including those linking to literary genres, discourse structures - see glossary and frameworks for more detail.</p> | <p>Key terms including contextual considerations and types of text; language, grammatical and phonological features.</p> | <p>Use of all key terms covered in the course; consolidation of terms included in and beyond the glossary; making use of notes made in lessons;</p> <p>Development of ability to write academic essays, including comparatives.</p> |  |  |
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| <p style="text-align: center;"><b>Knowledge, Skills and Understanding</b></p> | <p>To explore variety in how people speak across different regions of the UK; to understand the differences in the use of language across the UK; to question dialect and contributing factors of regional variation.</p> <p>To be able to communicate efficiently and effectively, writing coherently for different audiences and purposes; to hone skills and understanding of the ways in which words can produce different effects.</p> | <p>Continuation of knowledge, skills and understanding from the previous term, and starting to draw all knowledge together for assessment.</p> | <p>Revision and consolidation of all knowledge, skills and understanding from all areas of the course – see year 12 for details.</p> | <p>Revision and consolidation of all knowledge, skills and understanding from all areas of the course – see year 12 for details.</p> |  |  |
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| <p style="text-align: center;"><b>What we will assess</b></p>  | <p>Assessment for learning to explore where language comes from, how we learn it, how it changes and how it is used for specific purposes. Formative assessment as per SOWs; summative assessment includes two formal assessments throughout the year and two responses per half term for each teacher. AQA grading criteria and boundaries will be used to determine levels and also ways forward for each individual student.</p> <p><b>Students will complete a final 'mock' assessment of both papers in preparation for their final examinations.</b></p>  |  |  |
| <p style="text-align: center;"><b>Personal Development</b></p> | <p>Personal experiences and how we are shaped;<br/>         Consideration of the world around us and how communication varies depending on specific contexts and variables;<br/>         Development of interest in social issues, and awareness of how we receive information within society;<br/>         Career links including: digital copywriter, academic librarian, editorial assistant, advertising copywriter, English as a foreign language teacher, marketing executive, lexicographer, information officer, journalist, educational consultant, publishing copy-editor/proof-reader, arts administrator, web content manager, writer, media researcher and more.</p> |  |  |