

Curriculum Overview Year 13

| Subject | A-Level English Language | Year group | 13 |
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| Vision statement: | <p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p> | | |
| Curriculum intent: | <p>English holds a privileged position within the curriculum as both a core subject and one that unlocks learning in other subjects. It has the capacity to help remove disadvantage and improve the social mobility of young people who may lack opportunities and face barriers in their lives. Through the delivery of our knowledge- based curriculum, we want students to:</p> <ul style="list-style-type: none"> • Become fluent readers with an appreciation of literature, and an understanding of how it shapes and reflects the world we live in. • Develop compassion by teaching empathy and gaining insights in to the human condition • Be empowered to articulate viewpoints and ideas with courage and clarity in both the spoken and written form. • Be able to connect their learning in English with the knowledge and skills needed for work and lifelong learning. • Develop their vocabulary in order to narrow the word gap that limits literacy and understanding <p>Through the study of both English Language and Literature, students are constantly exploring British values and many aspects of the PSHE programme of study. Literary and non-literary texts have been selected that develop students' understanding of key themes such as: law, morals, political beliefs, freedom and repression, war, different cultures and beliefs, physical and emotional wellbeing, relationships, power and conflict and responsibilities. They are provided with the opportunity to discuss and debate ideas and relate fictional characters and their</p> | | |

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| | <p>situations to the real world. Deep learning of knowledge in the aforementioned areas is intended to inspire curiosity in our students and encourage them to ask questions about the world they live in.</p> <p>At LFA QEMS, we teach a knowledge rich curriculum that supports students in mastering the ideas, concepts and stories that shape our world. Topics are interleaved so that knowledge is retained and mastered, and skills are acquired more quickly. Low stakes quizzing, knowledge organisers and metacognitive strategies are used routinely to support learning and allow students to recognise the gaps in their own knowledge.</p> |
| Threshold Concepts (TCs): | <p>A good student of English understands that:</p> <ol style="list-style-type: none"> 1. English is about communication and meaning. [TC1] 2. Acquiring a broad and varied vocabulary unlocks understanding of the wider world and opportunities in life. [TC2] 3. Developing knowledge of effective listening and oracy develops acquisition and application of the language, as well as, reading and writing. [TC3] 4. A text is a construct which possesses a form, is written in a particular style and has a structure which contributes towards meaning. [TC4] 5. Texts are influenced by the context in which they are written in, as well as, the context in which they are received. [TC5] 6. Texts are written for a variety of different genres and for different purposes and audiences. [TC6] 7. Literature provides a gateway into different interpretations of what it meant to be human in the past and what it means across time including the present and future. [TC7] 8. Texts may explore numerous themes. [TC8] 9. There are many ways to explore a text through: summary, synthesis, analysis, evaluation and comparison. [TC9] 10. Writer's methods are intentional choices made by writers in order to achieve effects. [TC10] 11. There are many literary theories which may be used to enhance the exploration of a text. [TC11] 12. Successful communication is organised and cohesive. [TC12] 13. Meaningful viewpoints and perspectives are underpinned by thesis. [TC13] 14. Better arguments are supported by evidence. [TC14] 15. Accurate spelling, punctuation and grammar contribute towards successful communication. [TC15] |
| KS4 specification summary: | <p>Pupils are taught to read and appreciate the depth and power of the English literary heritage through reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing includes whole texts. The range includes at least one play by Shakespeare; works from the 19th, 20th and 21st centuries; poetry since 1789, including representative Romantic poetry; re-reading literature and other writing as a basis for making comparisons. Pupils choose and read books independently for challenge, interest and enjoyment.</p> |

Pupils are taught to understand and critically evaluate texts through: reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes. Additionally, students draw on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation.

Pupils identify and interpret themes, ideas and information; explore aspects of plot, characterisation, events and settings, the relationships between them and their effects. They seek evidence in the text to support a point of view, including justifying inferences with evidence. Pupils also learn to distinguish between statements that are supported by evidence and those that are not, and identify bias and misuse of evidence. They analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluate their effectiveness and impact. Furthermore pupils learn at Key Stage 4 to make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and draw on knowledge and skills from wider reading in order to make an informed personal response, recognising that other responses to a text are possible.

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| Learner skills: | <p>Critical thinking</p>  <p>CRITICAL THINKING</p> | <p>Organisation</p>  <p>ORGANISATION</p> | <p>Collaboration</p>  <p>COLLABORATION</p> | <p>Adaptability</p>  <p>ADAPTABILITY</p> | <p>Oracy</p>  <p>ORACY</p> | <p>Self-quizzing</p>  <p>SELF QUIZZING</p> |
| | Term 1 Aug-Oct | Term 2 Nov-Dec | Term 3 Jan-Feb | Term 4 Mar-Apr | Term 5 Apr-May | Term 6 Jun-Jul |
| The Big Question | How can I apply particular methods of language analysis in different contexts? | | | | | |
| Big picture questions: | How is language diverse? | | How has language changed over time? | | Revision and Enriching Units | |

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| Content (Linked to TCs): | <ul style="list-style-type: none"> Varieties and diversity – an overview Geographical varieties of English Grammatical variations Phonological variations: our accent Personal and social varieties of English | <ul style="list-style-type: none"> Studying language change The origins of English Lexical change Orthography Grammatical change Standardisation Why does change happen? How does change spread? | Modelling and practise of examination questions; retrieval practice of key concepts and vocabulary; metacognitive strategies |
| Key vocabulary: | Dialect, accent, idiomatic phrases, social mobility, code-switching, multiple negation, plural marking, unmarked plurality, dialect levelling, convergence, divergence, lavender language | Prescriptivism, descriptivism, synchronic change, neologism, inkhorn terms, neosemy, stative verb | Revision of taught vocabulary |
| Assessment: | PPE – Full Paper 1 and Section A of Paper 2 | PPE- Full Paper 2 | External examinations |
| Key/Historical misconceptions in this unit: | Language may be diverse within the ‘same’ community; our perceptions of language diversity may be skewed by stereotypes – students will learn to enhance their language investigation skills by being encouraged to detach themselves from personal perceptions | Language continues to change and at different rates: changes in language may occur across generations as well as within a person’s lifetime | |
| Sequencing: | We have chosen to sequence the year 13 curriculum like this because the body of knowledge learned in Year 12 will enable students to better understand language diversity and language change. Furthermore, introducing students to their NEA language investigation in Term 2 of Year 13 ensure that they’re able to draw upon the learning of all taught A-Level English Language units in order to make a more informed decision about what the line of enquiry of their investigation will be. | | |