



CURIOSITY

COMPASSION

COURAGE



## Curriculum Overview

Subject	A-Level English Language	Year group	13
<p><b>Vision statement:</b></p>	<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>		
<p><b>Curriculum intent:</b></p>	<p>English holds a privileged position within the curriculum as both a challenging subject in its own right 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"> <li>• Become fluent readers with an appreciation of literature, and an understanding of how it shapes and reflects the world we live in.</li> <li>• Develop <b>compassion</b> by teaching empathy and gaining insights in to the human condition</li> <li>• Be empowered to articulate viewpoints and ideas with <b>courage</b> and clarity in both the spoken and written form.</li> <li>• Be able to connect their learning in English with the knowledge and skills needed for work and lifelong learning.</li> <li>• Develop their vocabulary in order to narrow the word gap that limits literacy and understanding</li> </ul> <p>Through the study of English Language, students learn about the methods of language analysis (language levels), providing them with a comprehensive set of tools for examining different varieties of language on a forensic level. Through application of these methods of language analysis, students gain a critical insight into the vast varieties of English discourses ranging from the social to the political, the ephemeral to the permanent. A-Level English Language as a subject intends to equip students with knowledge of what language is used in specific contexts, how it is used and crucially why it is used so that they can interpret and respond to it intelligently and sensitively. Deep learning of knowledge in the aforementioned areas is intended to inspire <b>curiosity</b> in our students and encourage them to ask questions about the world they live in.</p>		



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	<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>
<p><b>Threshold Concepts (TCs):</b></p>	<p>A good student of English Language understands that:</p> <ol style="list-style-type: none"> <li>1. English is about <b>communication</b> and <b>meaning</b>. [TC1]</li> <li>2. Acquiring a broad and varied <b>vocabulary</b> unlocks understanding of the wider world and opportunities in life. [TC2]</li> <li>3. Developing knowledge of effective <b>listening</b> and <b>oracy</b> develops acquisition and application of the language, as well as, reading and writing. [TC3]</li> <li>4. A text is a <b>construct</b> which possesses a <b>form</b>, is written in a particular <b>style</b> and has a <b>structure</b> which contributes towards <b>meaning</b>. [TC4]</li> <li>5. Texts are influenced by the <b>context</b> in which they are written in, as well as, the context in which they are received. [TC5]</li> <li>6. Texts are written for a variety of different <b>genres</b> and for different <b>purposes</b> and <b>audiences</b>. [TC6]</li> <li>7. The study of <b>linguistics</b> provides a gateway into <b>different interpretations</b> of what it meant to be human in the past and what it means across time including the present and future. [TC7]</li> <li>8. Texts may explore numerous <b>themes</b>. [TC8]</li> <li>9. There are many ways to explore a text through: <b>summary, synthesis, analysis, evaluation</b> and <b>comparison</b>. [TC9]</li> <li>10. Language can be understood through <b>methods of linguistic analysis</b> of which there are six levels: <b>lexis</b> and <b>semantics; grammar; phonetics, phonology</b> and <b>prosodics; graphology; pragmatics; discourse</b>. [TC10]</li> <li>11. There are many <b>linguistic theories</b> which may be used to enhance the exploration of a text. [TC11]</li> <li>12. Successful <b>communication</b> is <b>organised</b> and <b>cohesive</b>. [TC12]</li> <li>13. Meaningful <b>viewpoints</b> and <b>perspectives</b> are underpinned by <b>thesis</b>. [TC13]</li> <li>14. Better arguments are supported by <b>evidence</b>. [TC14]</li> <li>15. Accurate <b>spelling, punctuation</b> and <b>grammar</b> contribute towards successful communication. [TC15]</li> </ol>
<p><b>KS4 specification summary:</b></p>	<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> <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.</p> <p>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,</p>



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	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.					
<b>Learner skills:</b>	Critical thinking  CRITICAL THINKING	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  SELF QUIZZING
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
<b>The Big Question</b>	How can I apply particular methods of language analysis in different contexts?					
<b>Big picture questions:</b>	How is language diverse?		How has language changed over time?		Revision and Enriching Units	
<b>Content (Linked to TCs):</b>	<ul style="list-style-type: none"> <li>Varieties and diversity – an overview</li> <li>Geographical varieties of English</li> <li>Grammatical variations</li> <li>Phonological variations: our accent</li> <li>Personal and social varieties of English</li> </ul>		<ul style="list-style-type: none"> <li>Studying language change</li> <li>The origins of English</li> <li>Lexical change</li> <li>Orthography</li> <li>Grammatical change</li> <li>Standardisation</li> <li>Why does change happen?</li> <li>How does change spread?</li> </ul>		Modelling and practise of examination questions; retrieval practice of key concepts and vocabulary; metacognitive strategies	
<b>Key vocabulary:</b>	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	
<b>Assessment:</b>	PPE – Full Paper 1 and Section A of Paper 2		PPE- Full Paper 2		External examinations	



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<b>Key/Historical misconceptions in this unit:</b>	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	
<b>Sequencing:</b>	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.		