



Chellaston Academy

English	Year 12 Curriculum
Intent <p>We aim to deliver a Year 12 English Language curriculum which is accessible to all students, irrespective of starting points, where students will thrive on their love of learning. Students will build confidence and demonstrate an ability to evaluate the world around them through examining a range of literary and non-literary texts. We will provide opportunities for an enriched understanding and appreciation of our literary heritage and cultural diversity. This should lead to a respect for all through a deeper compassion and empathy with different identities. Through exposure to different texts, students will develop a critical mind set, which will engender an appreciation of the wider world and learning outside of English.</p>	
Implementation <p>We want to develop independent learners; students will discover how to establish a personal line of enquiry and how to equip themselves with the skills which build resilience. We will give students the opportunity to work on their own, in pairs and in groups. We expect student to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in their development as readers and writers, ensuring learning is differentiated to enable all students to make excellent progress. Clear and precise communication skills are important to us and will become more refined as students grow in confidence. We will use agreed pedagogy to help students craft their responses to texts and become fluent readers. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be developed through retrieval practice and knowledge organisers.</p>	
Impact <p>A strong grasp of English will enable students to succeed in later life and we envisage them having a thorough understanding of how the curriculum links to potential future careers. We will enable our students to be independent and confident learners, ensuring they will be able to debate and develop their own academic voice. Year 12 students will be able to articulate and analyse the meanings and representations of the linguistic composition of English Language; its relevancy to their own lives and the lives of others whilst noticing deliberate language uses within the world.</p>	
Links to prior learning <p>The Year 12 curriculum builds on the skills learned in KS4 English by consolidating and reinforcing the understanding of words, sentences and text level grammatical features. By linking ideas across paragraphs using a wider range of cohesive devices and grammatical connections, learners will also be able to notice and analyse the deliberate uses by text producers and the effects they wish to have on text receivers. Students will extend their knowledge of punctuation use, word classes, word choices and the overall structure and presentation of a text.</p>	
Links to future learning <p>The Year 12 Curriculum directly addresses key concepts/ideas/historical viewpoints that are prevalent in Year 13 and university texts. Students will cover initial ideas surrounding themes such as gender, meanings and representations, child language acquisition, language change, and language uses within a variety of societies. Understanding of themes will be further developed in the Year 13 curriculum, where learners will be encouraged to consider more specific and detailed viewpoints of the broad themes which are addressed in Year 12.</p>	
Links to other subjects and the wider curriculum <p>The Year 12 curriculum links to other subjects through developing a broad awareness and understanding of the wider curriculum. Development of literacy will support the study of other text-based subjects. Study of historical novels and world texts will support an understanding of chronology and appreciation of different countries and cultures. We will build on written skills and oracy through all schemes of work and encourage students to critically question and interpret information available to them.</p>	

Topics

<p>Autumn 1 – Gender, and Meanings and Representations</p> <p>Reading Inferences Retrieval Word classes Sentence meanings</p> <p>Writing Planning Crafting an essay Crafting introductions Essay writing – academic language</p> <p>Learning content: <i>Meanings and Representations:</i> Students are introduced to various subjects from various writers and speakers. They begin to explore how the subjects are crafted for various audiences and look at the deliberate purposes of this and the effect the text producers have on the text receivers. Students will explore a range of genres and modes of texts and how each one conveys a variety of meanings through the language used, and how the subject(s) are represented in a certain way.</p> <p><i>Gender:</i> Students dig deeper in to the subject of gender representation throughout a variety of fiction and non-fiction texts. They explore theories surrounded gender identities, how genders have been and are presented in society and why this is. Students will look at how creators of texts present their ideas surrounding gender and what impact this has on readers.</p>		<p>Home Learning</p> <p>Firefly – Gender Booklet with tasks and research, leading to mock exam questions.</p> <p>Firefly – Meanings and Representations booklet page with tasks, research and mock exam questions.</p>	
<p>Assessment Meanings and Representations: essay How have meanings and representations been presented in Text A/B? Gender: extended written essay response on exam question</p>			
<p>Wider curriculum</p>			
<p>Literacy <i>Reading/writing skills</i> <i>Sentence structure</i> <i>Acronyms</i></p>	<p>Numeracy <i>Venn diagram comparison</i> <i>Data from sources</i></p>	<p>British Values <i>Identity</i> <i>Reactions to gender</i> <i>Stereotypes</i> <i>Analysing freedom of speech</i> <i>Creating a viewpoint</i> <i>Challenging ideas or topics</i> <i>Considering laws of society</i></p>	<p>Employability <i>Written communication</i> <i>Technology use – research</i> <i>Collaboration</i> <i>Adaptability</i> <i>Oral communication</i> <i>Information use</i> <i>Organisation skills</i> <i>Problem solving</i></p>
<p>SMSC <i>Texts from different cultures</i> <i>Historical sources</i> <i>Representation</i> <i>Crafting of identity</i></p>	<p>Cultural Capital <i>Historical fiction</i> <i>Timeline of events</i> <i>Meaning of language</i> <i>How language is used to convey ideals</i> <i>Power of language</i> <i>Representation of communities</i> <i>Social role of language</i> <i>Means of communication</i> <i>History of language</i> <i>Idiolect and sociolect</i></p>	<p>Character Education <i>Resilience</i> <i>Accepting viewpoints of others</i> <i>Responsibility for own education</i> <i>Leadership qualities in discussion and group tasks</i> <i>Confidence in self</i> <i>Participation</i> <i>Reliable</i> <i>Attendance</i> <i>Punctuality</i></p>	<p>Personal Development <i>Confidence</i> <i>Awareness of time management</i> <i>Organisational skills</i> <i>Responsibility</i></p>

	<p><i>Geographical language change and use</i></p> <p><i>Language use with gender</i></p>		
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<p>Autumn 2 – Meanings and Representations: Occupation and Gender and Language Change</p>		<p>Home Learning Firefly - Meanings and Representations: Occupation – modern and historical tasks and texts to analyse with comparison questions.</p> <p>Firefly: Gender – Tasks and texts on the Gender page with videos and podcasts to help with theorist revision.</p>
<p>Reading Inference Information Retrieval Synthesis Language use – word classes and sentence types Comparison</p>	<p>Writing Planning overview for types of essays Embedding data via an academic style Crafting introductions Essay writing – academic language</p>	
<p>Learning Content: Meanings and Representations: Occupation: From their prior learning, students begin to look at exam questions 3 where they have to compare two texts using the same skills learnt in autumn 1. Alongside this, students begin to focus on how occupations have been represented to the text receiver, whilst still analysing the language used. By doing this, students will have a broader understanding of how language is used to represent people, places of work, how jobs were portrayed historically, how demographics can change how society sees jobs and how certain jobs have been gender driven.</p> <p>Gender: Students will continue learning about the topic of gender. Autumn 1 shows how theorists have explored gender representation, and students begin to use and apply this knowledge to a variety of texts such as how gender has been represented historically and how this has impacted gender representation in today’s society, the rise in the power of women, the use of language to present genders and how religion has shaped this and more.</p>		

<p>Assessment Formal PPE for Meanings and Representations (Qs 1-3) and Gender essay question.</p>
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<p>Wider curriculum</p>

<p>Literacy <i>Reading/writing skills</i></p>	<p>Numeracy</p>	<p>British Values <i>Identity</i> <i>Reactions to gender</i> <i>Stereotypes</i> <i>Analysing freedom of speech</i> <i>Creating a viewpoint</i> <i>Challenging ideas or topics</i> <i>Laws of society</i></p>	<p>Employability <i>Text analysis</i> <i>Information gathering</i> <i>Information use</i> <i>Resources management</i> <i>Time management</i> <i>Inference of information</i> <i>Problem solving</i> <i>Adaptability</i> <i>Responding to feedback</i> <i>Self motivation</i> <i>Academic writing</i></p>
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			<i>Understanding and accepting others</i>
SMSC	<p>Cultural Capital</p> <p><i>Power of language</i></p> <p><i>Representation of communities</i></p> <p><i>Social role of language</i></p> <p><i>Means of communication</i></p> <p><i>History of language</i></p> <p><i>Idiolect and sociolect</i></p> <p><i>Geographical language change and use</i></p> <p><i>Language use with gender</i></p> <p><i>Occupational language use</i></p>	<p>Character Education</p> <p><i>Resilience</i></p> <p><i>Accepting viewpoints of others</i></p> <p><i>Responsibility for own education</i></p> <p><i>Leadership qualities in discussion and group tasks</i></p> <p><i>Confidence in self</i></p> <p><i>Participation</i></p> <p><i>Reliable</i></p> <p><i>Attendance</i></p> <p><i>Punctuality</i></p>	Personal Development

<p>Spring 1 – Occupation and Language Change</p> <p>Reading Inference Evaluation Summary Comparison Information Retrieval Language use: word classes, sentence types</p> <p>Writing Planning for a longer written essay Gathering and using data within an essay Crafting an introduction Creating an academic argument</p> <p>Learning Content: <i>Language Change:</i> Within this topic, students will continue to explore how language influence’s identity, but they will also begin to compare and summarise how language influences the way we speak, how language can be changed to create a variety of identities depending on situation, how personal and social factors influence language use, attitudes to language diversity historically and within today’s society and the opinions of others from a variety of locations with regards to language change.</p> <p><i>Occupation:</i> Students read a range of texts about occupation and begin to explore theories surrounding occupation. Within this term, students will analyse how texts are used to enact relationships between writers, speakers and audiences, or between participants within a text. Students will also begin to identify, analyse and evaluate how language is used and adapted within an occupational context; what forms do the written and spoken language of occupation take?, how do various occupational groups communication with members of the public who are their customers and clients? and how people share a particular identity within an occupational setting.</p>		<p>Home Learning Firefly: Occupation – Students complete the booklet on the topic with a variety of questions. On Firefly there are Podcasts from Michael Rosen with guest speakers that the students listen to and add to their research.</p> <p>Firefly: Language Change – on the Firefly page, there are a variety of articles and texts to explore, analyse and evaluate looking at the change in language. Michael Rosen’s Radio 4 Podcast also discusses the use of language within society today.</p>	
<p>Assessment Descriptive piece. Students create a descriptive piece based on a picture.</p>			
<p>Wider curriculum</p>			
<p>Literacy <i>Reading/writing skills</i></p>	<p>Numeracy</p>	<p>British Values <i>Identity Reactions to gender Stereotypes Analysing freedom of speech Creating a viewpoint Challenging ideas or topics Considering laws of society</i></p>	<p>Employability <i>Research skills Text analysis Information gathering Information use Resources management Time management Inference of information Problem solving Adaptability Responding to feedback Self motivation Academic writing</i></p>
<p>SMSC</p>	<p>Cultural Capital <i>Power of language Representation of communities Social role of language Means of communication</i></p>	<p>Character Education <i>Resilience Accepting viewpoints of others Responsibility for own education</i></p>	<p>Personal Development</p>

	<p><i>History of language</i> <i>Idiolect and sociolect</i> <i>Geographical language change and use</i></p>	<p><i>Leadership qualities in discussion and group tasks</i> <i>Confidence in self</i> <i>Participation</i> <i>Reliable</i> <i>Attendance</i> <i>Punctuality</i></p>	
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<p>Spring 2 – Child Language Acquisition and Social Groups and Language Diversity</p>		<p>Home Learning</p>
<p>Reading Inference Evaluation Comparison Creating an argument Information Retrieval Synthesis (Sets 1&2) Language analysis Structure analysis Explain</p>	<p>Writing Planning overview for types of essays Imbedding data via an academic style Crafting introductions Essay writing – academic language</p>	<p>Research the author and read another text written by them Choose a character and create a profile for them Take the main theme of the novel and create a poem/piece of creative writing on this theme Create a timeline of events</p>
<p>Learning Content:</p> <p><i>Social Groups and Language Diversity:</i> Students will continue to discover how language has been adapted and changed over time to create ‘new’ languages, but also how this change in language has and will affect children’s language acquisition. They will begin to identify the deliberate changes that have been made within the English language due to societal and historical events. As well as this, students will delve deeper into phonetical variations by looking at how Received Pronunciation is used and recognised, the differences in regional accents, whether regional dialects are dying out, personal and societal varieties of English and attitudes to accent and dialect in the news and the media.</p> <p><i>Child Language Acquisition:</i> within this unit, students keep exploring language in society and how it affects individuals. However, they begin to research and understand the ways in which children learn to talk, the related theories surrounding language acquisition, how environmental factors influence the development of children’s speech, reading and writing and how this develops over time. Students will also consider the importance of early reading to literacy development, how children learn to read and the variety stages of writing development. Students will identify and analyse children’s handwriting, spelling, lexis and grammar, how a community of practice can assist children’s learning, what external barriers there could be to children’s progression and students will be able to evaluate different writing models.</p>		
<p>Assessment CLA: a formal written assessment (on a reading and writing OR spoken language question). Social Groups and Language Diversity: a written essay response to a statement question.</p>		
<p>Wider curriculum</p>		

<p>Literacy <i>Reading/writing skills</i></p>	<p>Numeracy</p>	<p>British Values <i>Identity</i> <i>Reactions to individuals</i> <i>Stereotypes</i> <i>Analysing freedom of speech</i> <i>Creating a viewpoint</i> <i>Challenging ideas or topics</i> <i>Considering laws of society</i></p>	<p>Employability <i>Text analysis</i> <i>Information gathering</i> <i>Information use</i> <i>Resources management</i> <i>Time management</i> <i>Inference of information</i> <i>Problem solving</i> <i>Adaptability</i> <i>Responding to feedback</i> <i>Self motivation</i> <i>Academic writing</i></p>
<p>SMSC</p>	<p>Cultural Capital <i>Power of language</i> <i>Representation of communities</i> <i>Social role of language</i> <i>Means of communication</i> <i>History of language</i> <i>Idiolect and sociolect</i> <i>Geographical language change and use</i></p>	<p>Character Education <i>Resilience</i> <i>Accepting viewpoints of others</i> <i>Responsibility for own education</i> <i>Leadership qualities in discussion and group tasks</i> <i>Confidence in self</i> <i>Participation</i> <i>Reliable</i> <i>Attendance</i> <i>Punctuality</i></p>	<p>Personal Development</p>

<p>Summer 1 – Preparation for mock exam and Revision based on teacher discretion</p> <p>Reading Inference Evaluation Comparison Creating an argument Information Retrieval Synthesis (Sets 1&2) Language analysis Structure analysis</p> <p>Writing Planning overview for types of essays Embedding data via an academic style Crafting introductions Essay writing – academic language</p> <p>Learning Content: For this half term, revision will be done on the topics covered so far this year. This will be decided by the teacher depending on what the class need. Both teachers will be teaching to a formal PPE and will go over topics after this has been sat looking at key revision skills needed.</p> <p>The topics that can be revised are:</p> <ul style="list-style-type: none"> • Meanings and Representations • Gender • Language Change • Occupation • Child Language Acquisition • Language Diversity and Social Groups 	<p>Home Learning</p> <p>Revision PiXL booklets on Firefly under the main tab for English Language: Independent Study</p> <p>On Firefly there are tabs for each topics covered and students should work independently through the extra resources to revise.</p>
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After the exam has been sat, teachers will then move on to look at the Non Exam Assessment (coursework) which comprises of an Original Writing Piece and a Language Investigation making up 10% of their overall A Level.		
Assessment Formal PPE for both teachers		
Wider curriculum		
Literacy <i>Reading strategies</i>	Numeracy	British Values <i>Reactions to individuals</i> <i>Stereotypes</i> <i>Analysing freedom of speech</i> <i>Creating a viewpoint</i> <i>Challenging ideas or topics</i> <i>Considering laws of society</i>
		Employability <i>Jobs in the media</i> <i>Information gathering</i> <i>Information use</i> <i>Resources management</i> <i>Time management</i> <i>Problem solving</i> <i>Adaptability</i> <i>Responding to feedback</i> <i>Self motivation</i> <i>Academic writing</i>
SMSC <i>Moral values</i>	Cultural Capital <i>Power of language</i> <i>Representation of communities</i> <i>Social role of language</i> <i>Means of communication</i> <i>History of language</i>	Character Education <i>Characteristics of a variety of social groups</i> <i>Resilience</i> <i>Accepting viewpoints of others</i> <i>Responsibility for own education</i> <i>Leadership qualities in discussion and group tasks</i> <i>Confidence in self</i> <i>Participation</i> <i>Reliable</i> <i>Attendance</i> <i>Punctuality</i> <i>Understanding morals</i>
		Personal Development

Summer 2 – NEA: Both teachers – <i>Original Writing and Language Investigation</i>		Home Learning
Reading Inference Evaluation Comparison Creating an argument Information Retrieval Synthesis (Sets 1&2) Language analysis Structure analysis	Writing Planning and research note gathering Embedding data via an academic style Crafting introductions Creative writing Essay writing – academic language	Firefly – for both topics, pages have been created on Firefly with resources, hints, topic and research opportunities. Teachers will have shown the page to students in lesson and spoken through what to do. Students should use these resources to assist their coursework.
Learning Content: <i>NEA: Original Writing</i> – Students are introduced to this topic at the end of the year as it sets them up to begin it, and then continue as independent study over the summer. Students have to produce an original piece of writing looking at a variety of style models but the piece must either; entertain, inform or persuade. Students plan, research and craft a piece of writing that will communi-		

<p>cate their topic effectively and efficiently, write coherently for different audiences and for the correct purpose, communication in a range of different genres and styles and understand how the structure and words they write can produce different effects. After creating their own piece, students will produce a commentary which justifies and analyses how effective their original writing is, why they chose to structure it that way, how language has been used and why they chose to write for a particular audience.</p> <p><i>NEA: Language investigation</i> – Within this part of the coursework, students will learn about the different approaches when investigating language, learn how to ensure data gathered is accurate and understand how to structure a language investigation. Students will independently explore and analyse data from a particular area of language study. This part of the coursework gives students the independence to explore an area of language that they wish to delve in to further by writing an informative report and presenting their research from it.</p>			
<p>Assessment Students to create a review based on a film of their choice. Students will need to focus on such areas as target audience, stylistic devices, etc.</p>			
<p>Wider curriculum</p>			
<p>Literacy <i>Considering the change of language from formal to informal</i> <i>Acronym use for purpose</i></p>	<p>Numeracy <i>Collection of data</i> <i>Data analysis</i></p>	<p>British Values <i>Language use from a variety of cultures and how it has been shaped</i> <i>Reactions to individuals</i> <i>Stereotypes</i> <i>Analysing freedom of speech</i> <i>Creating a viewpoint</i> <i>Challenging ideas or topics</i> <i>Considering laws of society</i></p>	<p>Employability <i>Jobs in the media</i> <i>Information gathering</i> <i>Information use</i> <i>Resources management</i> <i>Time management</i> <i>Problem solving</i> <i>Adaptability</i> <i>Responding to feedback</i> <i>Self motivation</i></p>
<p>SMSC <i>Media as a social tool</i> <i>Respect for others</i> <i>Reflective learners</i></p>	<p>Cultural Capital <i>Power of language</i> <i>Representation of communities</i> <i>Social role of language</i> <i>Self presentation</i> <i>Means of communication</i></p>	<p>Character Education <i>Resilience</i> <i>Responsibility for own education</i> <i>Confidence in self</i> <i>Participation</i> <i>Reliable</i> <i>Attendance</i> <i>Punctuality</i> <i>Meeting deadlines</i></p>	<p>Personal Development <i>Confidence</i> <i>Organisation</i> <i>Time management</i> <i>Working to a deadline</i> <i>Individuality</i></p>