

| Year group | Key Ideas/learning | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Year 12 | Topic/ Key ideas | Introduction to Study of Language; Context and Identity | Language Variation over Time; Context and Identity | Language Variation over Time; Child Language Acquisition | Crafting Language complete Child Language acquisition | Crafting Language; revise Context and Identity | Crafting Language; Investigating Language |
| | Learning objectives | AO1: Apply appropriate methods of language analysis, using associated terminology | AO2: Demonstrate critical understanding of concepts and issues relevant to language use | AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning AO4: Explore connections across texts | AO2, AO3: Demonstrate critical understanding and analyse contextual factors | AO1, AO2, AO3, AO5: Demonstrate expertise and creativity in the use of English | AO1, AO2, AO3, AO4, Analysis methods; critical understanding; evaluate context; explore connections; creative use of English |
| | Key Assessment and when? | Written task at end of term 1 demonstrating knowledge of key language study terminology | Presentation to demonstrate understanding of relevant concepts | Concept and terminology quiz; annotation and commentary of texts | Practice exam question in class; Assignment to explore theories of children's language development | PPEs | Research task based on exam-style question for component 3 |
| | Prior Knowledge | <ul style="list-style-type: none"> GCSE study of non-fiction texts across both Paper 1&2 GCSE study ensures students know how to analyse a text at word level using appropriate terminology Students will have prior knowledge of etymology from a closer study of vocabulary in KS3&4 | | <ul style="list-style-type: none"> Students will know to analyse a text Students will have prior knowledge of general language concepts and ideas from the previous Context & Identity unit Students might have some experience of Child Language if they studied GCSE Sociology | | <ul style="list-style-type: none"> Students will have prior knowledge of creative writing from GCSE English Language Paper 1&2 Students will be able to craft either a fiction or non-fiction piece using relevant structural elements Students will have previous experience of shaping a piece of writing to a specific audience | |
| | Links to future learning | <ul style="list-style-type: none"> Study of this unit is the foundation for all other units across the specification students study of language origin will aid them in Unit 3: Independent Investigation linking historical research Study of broader language concepts and issues of language change link to how children learn and adapt in Unit 2. | | <ul style="list-style-type: none"> Study of Child Language links to Unit 3 when looking at how language develops and changes across several broad topics Students are further able to develop their analytical skills of an unseen extract Students will be able to use the IPA confidently in analysing transcripts of both seen & unseen | | <ul style="list-style-type: none"> Students will be able to use critical material to support wider concepts and issues <ul style="list-style-type: none"> Students will be able to use IPA Students will be able to establish links between texts in terms of language variations and change over time | |
| | Key homework and resources to support learning | Research homeworks; students produce glossary booklet | Knowledge and retention quizzes | Knowledge and retention quizzes; students produce knowledge organisers | Knowledge and retention quizzes, practice questions | First draft of coursework, knowledge and retention quizzes | Green pen improvement tasks from PPEs; Research tasks, second coursework draft |
| Year group | Key Ideas/learning | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 13 | Topic/ Key ideas | Investigating Language | Investigating Language | Individual Language Variation; Variation over Time | Child Language; Investigating Language | All components | All components |

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| | Learning objectives | All AOs as appropriate to needs of class | All AOs as appropriate to needs of class | All AOs appropriate to needs of class | All AOs appropriate to needs of class | All AOs appropriate to needs of class | All AOs appropriate to needs of class |
| | Key Assessment and when? | Practise exam paper on Component 3; Coursework completed | PPEs | Students conduct individual research; practise exam question | PPE; Practice exam question in class | Dates tbc - Paper 1 Language Variation | Dates tbc - Paper 2 – Child Language; Dates tbc - Paper 3 – Investigating Language |
| | Prior Knowledge | <ul style="list-style-type: none"> - students have studied Unit 1: Language Variation in depth by this point - students will know how to look for texts that can be evaluated critically - students will know how to apply critical concepts and theories to a text/extract - students will understand their subject topic and how to find relevant material to support their examination revision | | <ul style="list-style-type: none"> - Students will have covered all AOs and aspects of the course by this point | | | |
| | Links to future learning | <ul style="list-style-type: none"> - Revision of Unit 1 & 2 will aid and prepare students with their ongoing studies for Unit 3 - links to future independent study at University or further education | | <ul style="list-style-type: none"> - links to external examinations - further academic study or education | | | |
| | Key homework and resources to support learning | English Language handbook with tasks; practice research tasks for component 3 | Knowledge and retention quizzes; exam questions; research tasks for component 3 | Green pen from PPEs; ensure coursework is complete; independent research tasks for component 3 | Knowledge and retention quizzes, practice questions' green pen homework | Revision of all components | Revision of all components |