The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	English Language
Year Group	Year 12
Intent	**Successful and resilient learners:** who are attentive to and reflect upon their learning, have high expectations of themselves and realise their full potential in reading, writing and spoken language skills **Confident individuals:** who can express themselves with intent in a succinct, assured and articulate way, according to audience and purpose **Responsible citizens:** who are discerning critical readers of fiction and non-fiction texts and whose analytical skills will allow them to interpret the ever more complex linguistic landscape and enable meaningful discussion of spiritual, moral, social and cultural issues

Narrative	*Key questions:* *How are they going to be different when they finish the year? E.g. All learners will be able to critically analyse a range of texts using using key terms accurately and critical theories precisely. They will be able to adopt different registers to explore language use.* *How does this link to what they have done before? E.g. This builds on the work completed in KS4 across both English Language papers* *How does this set them up for the years to come? E.g. The work in Year 12 provides a basis for developing their analytical and evaluative skills*					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	P1 Introducing Language Levels Benchmark - magazine analysis (purpose, audience, mode, genre) P2 Introduction to Socio Linguistics	P1 Spoken Language - lexis and semantics, register and representation P2 Language Diversity (region and occupation)	P1 Context, Grammar, Pragmatics, Graphology P2 Language Diversity (gender)	P1 Question 1 ans 2 analysis P2 Language Diversity (age)	P1 Revising qu 1 and 2 and introducing qu 3 P2 Language Diversity (ethnicity)	P1 Introducing Child Language Acquisition and Language Change P2 World English
Key skills	P1 and 2: Identification and analysis of language frameworks and features. Introduction to sociolinguistic study which includes the evaluation of theoretical views and research.	AO1: Apply appropriate methods of language analysis using associated terminology and coherent written expression	AO1: Apply appropriate methods of language analysis using associated terminology and coherent written expression	AO1: Apply appropriate methods of language analysis using associated terminology and coherent written expression	AO1: Apply appropriate methods of language analysis using associated terminology and coherent written expression	"AO1: Apply appropriate methods of language analysis using associated terminology and coherent written expression

Cultural capital and careers	P2: Understanding how empowering (and disempowering language can be. Learning how to utilise it effectively in different contexts. P1: Marketing, PR, Social Media and Advertising careers Education and Educational Psychology P2 Journalism and Education	AO2: Demonstrate critical understanding of concepts and issues relevant to language use (dominant AO for applying theory) P1: Marketing, PR, Social Media and Advertising careers Education and Educational Psychology P2 Journalism and Education	AO2: Demonstrate critical understanding of concepts and issues relevant to language use (dominant AO for applying theory) P1: Marketing, PR, Social Media and Advertising careers Education and Educational Psychology P2 Journalism and Education	AO2: Demonstrate critical understanding of concepts and issues relevant to language use (dominant AO for applying theory) P1: Marketing, PR, Social Media and Advertising careers Education and Educational Psychology P2 Journalism and Education	AO2: Demonstrate critical understanding of concepts and issues relevant to language use (dominant AO for applying theory) P1: Marketing, PR, Social Media and Advertising careers Education and Educational Psychology P2 Journalism and Education	AO2: Demonstrate critical understanding of concepts and issues relevant to language use (dominant AO for applying theory) P1: Marketing, PR, Social Media and Advertising careers Education and Educational Psychology P2 Journalism and Education
Assessment	P1 Introduction to A01 and A03. Assessment on magazine advertisements and language representation (written mode) P. 2- q. 1 style response on social class.	P1 Question 1 continued – assessment base don Spoek Language texts P. 2 q. 4 style response on changing language use	P1 Question 2 – A01, A03. Multi modal texts assessment p. 2 q. 3 style response on John Humphreys' article.	P1 Question 1 and 2 development with a focus on sentences and impact p. 2 q. 3 style response on age q. 1 style response on region	P1 Question 3 Introduction (a04) p. 2 q. 4 style response	Consolidation of Qn 1,2 and 3 Paper 1 p. 2 q. 1-4 responses on Language and Diversity units.