

Subject	English					
Year	Term 1		Term 2		Term 3	
12 Lang	Students will develop a greater understanding of how language operates within different contexts.	Students will continue to develop their toolkit of 'metalinguage' and will begin to look at how meanings and representations are created in texts.	Students will continue studying language and society. They will also begin to look at journalistic writing about language and will begin crafting their own articles which present ideas about language to non specialist readers.	Students will study the core topic of Language and Occupation - theories, data analysis, discourses and article writing. Comparing and evaluating discourses around Language and Occupation. Writing articles on linguistic topics for a non-specialist audience.	Students will begin their Original Writing coursework. We will investigate a range of potential style models under the headings <i>The power of information; the power of storytelling; the power of persuasion</i> . We will be exploring a variety of texts - analytically and as style models for our own writing	Students will study the core topic of Language and Ethnicity where they will learn key theories, analyse data, evaluate discourses. We will continue to look at articles about language. As well as writing our own we will be analysing the discourses about Language and Ethnicity on the Media.
	Students will be introduced to methods of language analysis including lexis, semantics, grammar, phonology, graphology, pragmatics and discourse.	They will study the core topic of Language and Social Groups where they will learn key theories, analyse data, evaluate discourses and will be introduced to article writing.	They will study the core topic of Language and Power where they will learn about theories, data analysis, discourses and article writing.	Accents and Dialects of the British Isles - theories, data analysis, discourses and article writing. Comparing and evaluating discourses around Accent and Dialect. Exploring language and its social and geographical contexts including regional variations and attitudes towards them	As well as working on their Non Examined Assessment, students will continue studying Term 2b topics.	This term students will also be introduced to the synoptic unit <i>Child Language Acquisition</i> . In this unit we will be using all if the skills we have learnt this year for analysing data and describing language in use with precise and detailed linguistic terminology. We we look at how children learn to speak, investigating the stages of acquisition as well as key theories about how children develop language.
	Students will also study the topics of language and gender.	Key questions this term are:	We will be comparing representations in texts with different genres, audience and purposes and considering audience positioning.	Key questions this term are:		Key questions this term are:
	• How do we use language? • What does our language use say about us? • How do text producers use language to achieve their intended purpose? • How do we describe language in specific detail?	• How is language used to represent individuals, groups, institutions, events • How are meanings and representations created in texts • How do different social groups use language to form their identity • How important is your social group to your language and identity?	• What types of power are there? • How do people use language to gain, maintain and challenge power • How do individuals, groups and institutions use language to manipulate power?	• How does your occupation affect your language? • What are the linguistic features of key occupations? • Why and how do people use language for specific purposes in their occupations? • What are the features of the key accents and dialects of the British Isles? • How does your accent and dialect contribute to your identity?		• How is ethnicity and language linked? • How di children learn to speak? • What are the key stages in vocabulary and grammatical acquisition? • How important is nature, nurture, social interaction and cognition to language acquisition?