

## Intent:

### Curriculum Intent (KS3/4/5)

The English Team at Altrincham College are dedicated to promoting, enriching and inspiring reading, writing and oracy as key to our students' academic and personal development. We endeavour to stimulate a high level of curiosity which encourages pupils to feel enriched, driven and confident to learn about the world around them. Through exploring a range of poetry, prose and non-fiction, students will strengthen their skills to read for inference by selecting information to support their own synthesis. Skilled readers create engaging writers. Therefore, the inter-relational balance of reading and writing is supportively developed by using the enjoyment of reading as a medium to empower the shift toward individual creativity and imagination.

Students will become confident communicators, adopting language, style and expression in both written and spoken contexts. We aim for our students to become discerning critical thinkers who are capable of understanding and empathising with different points of view.

Our aims throughout the English journey at Altrincham College:

- KS3: To embed a deep understanding and curiosity about the fundamental knowledge across the three forms of English: poetry, prose and non-fiction. This affords a firm foundation that can be built upon to enable students to make links across their journey in exploring English.
- KS4: To develop the cultural capital knowledge, critical vocabularies and extended writing skills to reach their potential at GCSE and life as literate adults.
- KS5: To develop the deeper literary and critical understanding of language and form needed to thrive in further education and make positive impacts in their future careers.

**Literacy, oracy and the development of tier 2 and tier 3 vocabularies underpin all schemes of learning. Students will be regularly introduced and tested on the key vocabularies to articulate their work with confidence, clarity and creativity.**

## Implementation

KS3 are exposed to exciting, broad, culturally inclusive and challenging schemes of work that are thematically linked: Y7 'A Journey Through Different Worlds'; 'Y8 Man vs...An exploration of conflict in literature'; with Y9 'Society and Cultural Concepts'. Students are taught English reading and writing skills through a mastery approach and are assessed for either reading or writing skills at the end of each half term topic; oracy is taught and assessed throughout each scheme of work. Students are given time to MAD review their learning to nurture self-reflection and academic stamina and resilience. New knowledge threshold concepts are revisited throughout our students learning journey. Students are provided with the skills to develop metacognition learning skills to be able to reflect on their own progress and develop as independent learners. Through the modelling of using challenging vocabulary, students can able read critically by: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. To develop and strengthen writing skills, students will have the opportunity to plan, edit and write accurately, fluently, effectively and at length for pleasure and to learn about the world around them.

In Y10 and Y11, students read an exciting range of texts across literacy tradition and cultural backgrounds. We deliver the AQA specifications for both English Language and Literature. Students deepen their understanding of novels, plays and poetry along with critical reading and writing skills. Work is assessed formatively, summatively and through whole class feedback. Teachers model how to respond to assessment and examination to afford our students with the requisite critical literacy and exam skills required to succeed in their GCSE studies and beyond.

In KS5 the texts and critical stimuli are exhilarating and build upon our students' enriching KS3 and KS4 curriculum. As a result, we use the AQA specifications for both English Language A Level and English Literature A Level to further enhance student understanding of these two subjects to readiness for their next steps. All students have inhouse mock exams with formative and summative assessment taking place in class as per current school policy. Feedback from mock exams will be timely with students being able to reflect on own learning and make plans for their development in their chosen subject discipline.

For all learners and throughout the year we will:

- ✓ Set up regular check-ins and opportunities for students to ask questions and share work.
- ✓ Provide students with accessible success criteria on how they might self-assess their skill development when setting learning activities (e.g. use of exemplars, models, videos of demonstrations, self-assessment rubrics or peer evaluation).
- ✓ Strategic questioning – used with individuals, small groups or the whole class. Students answer well-thought-out, higher-order questions such as 'why' and 'how' underpinned with Socratic questioning ethos to develop independent and critical thinkers.
- ✓ Learning review task where students respond to a question or prompt at the beginning and/or conclusion of learning. Students can measure their own starting point and end points.

#### **Literacy within English as a discipline**

English as a discipline is rich in content and complexity: vocabulary is the key to unlocking the potential of all our students. Within every English lesson, the teaching of an advanced employment of tier two and tier three vocabularies support our students to articulate their learning, both verbally and in written form. The vocabulary taught and used in English lessons supports learning across all curriculum areas and creates confident, articulate and successful learners. In lessons we:

- ✓ Develop the vocabulary across a variety of genres through understanding and analysis of themes, performance and characterisation.
- ✓ Engage with students the breadth and aesthetic of the phonological, rhythmic, figurative experience of poetry and prose.
- ✓ To empower critically robust viewpoints as reader by exploring layers of polysemic language within literature and non-fiction.
- ✓ Establishes the focus on oracy and rhetoric to inform critical debate and speech craft skills.

| Long Term Departmental Planning Overview |  |  | Subject:  | English   |  |            |
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| Curriculum Title                         | HT1 topics   | HT2 topics   | HT3 topics  | HT4 topics  | HT5 topics   | HT6 topics |
| <i>Journeys through different worlds</i> | <p><b>The Odyssey</b><br/><i>Greek mythology, legend and folk law, tragedy, morality</i><br/>Assessment:</p> <p><b>Assessment: Writing</b></p> <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Narrative conventions.</li> <li>• Tier 3 vocabularies relating to the form.</li> <li>• Archetypal characters</li> </ul> | <p><b>Non-Fiction</b><br/><b>‘Our World in Words’</b><br/><i>Exploring writer’s viewpoint and developing own rhetoric</i><br/><b>Assessment: Writing</b></p> <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Culture and traditions</li> <li>• Gender and culture</li> <li>• Place and identity</li> </ul> | <p><b>Poetry and culture</b><br/><i>Study of a variety of different cultural poetry</i><br/><b>Assessment: Reading</b></p> <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Childhood experiences</li> <li>• Place and setting</li> <li>• Relationships</li> </ul> | <p><b>Shakespeare: ‘The Tempest’</b><br/><b>Assessment: Reading</b></p> <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Gender and power</li> <li>• Colonialism and place</li> <li>• Character relationships</li> <li>• Language and power</li> <li>• Culture and traditions</li> </ul> | <p><b>Dickens: ‘Oliver Twist’</b><br/>An introduction to 19<sup>th</sup> century prose through vocabulary, syntax and idioms which are no longer commonly used in daily vernacular - creating a base for student understanding of the 19th century novel.</p> <p><b>Assessment: HT5 Reading</b></p> <p><b>Assessment: HT6 Writing</b></p> <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Archetypal characters and narrative structure</li> <li>• 19<sup>th</sup> Century setting and cultural identity</li> <li>• Relationships and socio-economical contexts</li> </ul> |            |
| <b>Genres, conventions and structure</b> | <p><b>The Gothic</b><br/><i>An exploration of the genre and its conventions.</i></p> <p><b>Assessment: Writing</b></p> <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Tropes of genre</li> <li>• Narrative conventions of the gothic</li> </ul>   | <p><b>Shakespeare: ‘Twelfth Night’</b><br/><b>Assessment: Reading</b></p> <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Tropes of genre</li> <li>• Dramatic conventions of comedy</li> <li>• Shakespeare’s world</li> </ul>  | <p><b>Dystopian Literature: ‘Animal Farm’</b><br/>A selection of 20<sup>th</sup>/21<sup>st</sup> century rhetoric stimuli</p> <p><b>HT3 Assessment: Reading</b></p> <p><b>HT4 Assessment: writing and oracy</b></p> <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Narrative form</li> </ul> | <p><b>Non-Fiction anthology</b><br/><b>Crime and Punishment</b><br/><i>An exploration of non-fiction texts to explore perspectives on the theme of justice.</i></p> <p><b>Assessment: Writing</b></p>   | <p><b>Modern War Poetry</b><br/><b>Assessment: Reading</b></p> <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Impact of war beyond soldiers</li> <li>• Conflict of man (vs man, self, society)</li> <li>• Key poetic devices (linguistic and structural)</li> </ul>   |            |

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|  | <ul style="list-style-type: none"> <li>• Setting and mood</li> <li>• Tier 3 vocabularies relating to the form</li> </ul>  | <ul style="list-style-type: none"> <li>• Presentation of hierarchy and conflict</li> </ul>   | <ul style="list-style-type: none"> <li>• Conventions of allegorical genre</li> <li>• Impact of historical context</li> <li>• Language and power in politics and class, introduction to social justice</li> <li>• Ethos, pathos, logos</li> </ul>  | <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Conventions of non-fiction (letters, articles, speeches, adverts)</li> <li>• Social hierarchy and the rule of law</li> <li>• Culture, tradition and transgression</li> <li>• Gender and prejudice</li> </ul>   |  |   |
| <p><i>Seeing through different eyes: connections and conflicts</i></p> | <p><b>The Art of Story Telling: contemporary short stories that shape our world.</b></p> <p><b>Assessment: writing</b></p> <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Structural devices (perspective, setting, character, contrast, sequencing)</li> <li>• Diverse voices and perspectives</li> </ul> | <p><b>Poetry: Love and Relationships Poetry Anthology</b><br/><i>Anthology of canonical and contemporary poets.</i></p> <p><b>Assessment: Reading</b></p> <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Conflict of man (vs man, self, society)</li> <li>• Socio-economical conflict</li> <li>• Gothic tropes</li> <li>• Nature and the sublime</li> <li>• Gender subversion</li> <li>• Internal conflict and psychoanalytical analysis</li> </ul> | <p><b>An introduction to Shakespearean Tragedy 'Romeo and Juliet'</b></p> <p><b>Assessment: Reading</b></p> <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Historical epochs and experiences</li> <li>• Aristotelian tragic paradigm</li> <li>• Complex relationships</li> <li>• Social hierarchy</li> <li>• Gender stereotypes</li> </ul> | <p><b>Writing to express a viewpoint</b><br/>Ethos, pathos, logos.<br/>Socratic questioning, logic, reason and the art of rhetoric.</p> <p><b>Assessment: Writing</b></p> <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Ethos, pathos, logos</li> <li>• Language and conflict: gender, class, identity, environment</li> <li>• Socratic questioning</li> </ul> | <p><b>An introduction to 19<sup>th</sup> century Britain: Fiction and Non-Fiction.</b></p> <p><b>Assessment: Writing</b></p> <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Victorian Morality</li> <li>• Diversity and Disparity</li> <li>• Childhood 'nature v's nurture'</li> <li>• Political agenda through language and form</li> <li>• vocabulary, syntax and idioms</li> </ul> | <p><b>19<sup>th</sup> century fiction</b><br/><i>The Curious Case of Dr Jekyll and Mr Hyde</i></p> <p><b>Assessment: Reading</b></p> <p><b>Retrieval focus:</b></p> <ul style="list-style-type: none"> <li>• Victorian Morality</li> <li>• Conflicts of man</li> <li>• Social hierarchy</li> <li>• Gender constructs and conflict</li> <li>• Internal conflict and psychoanalytical analysis</li> </ul> |

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| <p>AQA GCSE<br/>Literature/<br/>Language</p> | <p>Lit Paper 2 section<br/><b>A: contemporary<br/>fiction text</b><br/><b>An Inspector Calls</b><br/><i>Reading, synthesis,<br/>analysis and<br/>evaluation</i></p> <p>7 weeks<br/><b>Assessment: Lit P2<br/>AIC</b></p> | <p>Lit Paper 1: 19<sup>th</sup><br/>Century text ACC<br/>7 weeks<br/><b>Assessment: Lit P1 ACC</b></p>  | <p>Lang paper 2 section<br/><b>A reading skills non-<br/>fiction 19<sup>th</sup> century<br/>text stimuli</b><br/>Synthesis &amp;<br/>Comparing<br/>viewpoints<br/><b>and Section B<br/>transactional<br/>writing skills</b></p> <p><b>Guided Full paper<br/>response</b></p> <p><b>Assessment:<br/>Speaking and<br/>listening<br/>endorsement.</b></p> | <p>Language Paper 1<br/>reading and<br/>writing</p> <p>6 weeks<br/><b>Assessment: Lang<br/>P1 mock responses<br/>Q4-Q5</b></p> | <p>Lit paper 2 Power and<br/>Conflict Poetry.<br/><b><i>Soldier's stories –<br/>interleaved with Lang<br/>P1 creative writing<br/>and Lang P2<br/>perspectives.</i></b></p> <p>6 weeks<br/><b>Assessment: Lit P2<br/>Poetry guided<br/>response</b></p> | <p>Lit paper 2 Power and<br/>Conflict Poetry. <i>War:<br/>Beyond the Battlefield</i><br/>thematic cluster</p> <p><b>End of year exam.<br/>Paper 1 English<br/>Language</b></p> <p><b>Paper 2 Poetry</b></p> |
| <p>AQA GCSE<br/>Literature/<br/>Language</p> | <p>Lit paper 2 Power<br/>and Conflict Poetry.<br/><b><i>Soldier's stories –<br/>interleaved with<br/>Lang P1 creative<br/>writing and Lang P2<br/>perspectives.</i></b></p>  | <p>Literature Paper 2:<br/>Power and Conflict<br/>Poetry. <i>Internal<br/>conflict/ the<br/>environment</i><br/>P&amp;C and unseen.<br/>4 weeks</p> | <p>Lang paper Paper 2<br/>recap</p> <p><b>Assessment:<br/>Language P2 and Lit<br/>P1 mocks</b></p>  | <p>Bespoke class<br/>revision</p> <p><b>Assessment:<br/>Language P1 and<br/>Lit P2 mocks</b></p>                               | <p>Bespoke class revision</p> <p><b><i>Skills for both paper 1<br/>and paper 2<br/>Language</i></b></p> <p><b><i>Ongoing revision of<br/>set texts</i></b></p>  | <p><b>External Public Exams<br/>Dates TBC.</b></p>  |

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|  | <p><i>War: Beyond the Battlefield</i> thematic cluster<br/>7 weeks<br/>Assessment: Lit P1</p> | <p>Assessment: Unseen</p> <p>Lit revision ACC/<br/>Macbeth<br/>2 weeks</p> | <p>Speaking and listening of endorsement for new/ absent students</p> <p>Post mock Language interventions<br/>1 week</p> |  |  |  |
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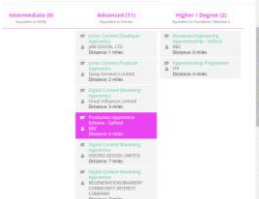

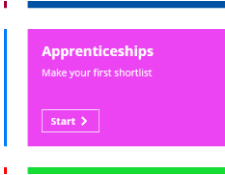

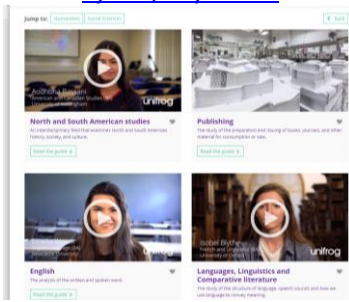
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| 12 | AQA A Level Literature | <p>Develop understanding of conventions of Tragedy as a dramatic and literary genre</p> <p>Read and begin to analyse 'Othello'</p> <p>Develop understanding of Shakespearean tragedy</p> <p><b>Introduce social and political protest writing</b></p> | <p>Develop understanding of Paper 1</p> <p>Complete reading Othello</p> <p>Develop understanding of how to approach extract question and section B question types.</p> <p>Demonstrate understanding of Sec B question types linked to 'THT' – deepen AO5 skills. Introduction of</p> | <p>Independent context research – The Great Gatsby</p> <p>Read and begin to analyse 'Gatsby' – linked to Tragedy. Develop understanding of exam question types Sec C.</p> <p>Develop understanding of conventions of protest writing as a literary genre</p> <p>Begin to analyse a range of protest writing extracts - practise skills for approaching Section A – unseen extract question.</p> | <p>Demonstrate understanding of question types for Sec C – AO5 focus</p> <p>Further develop understanding of exam question types for Sec A and B</p> <p>Revise understanding of Sec B demands,</p> | <p>Independent revision and essay planning development linked to 'The Great Gatsby' and to 'Othello' – all exam question types</p> <p>Introduction to Postcolonial theory (link to Othello)</p> <p>Introduction to poetry.</p> <p>Select poet and 3 x poems. Devise NEA question to research during the summer.</p> <p>Intro to Blake's poetry.</p> |
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|    |                      | Read and begin to analyse 'The Handmaid's tale' – linked genre. Develop understanding of conventions of genre.   | feminist theory – modelling NEA question drafting (focus on theoretically informed interpretation and critical voice).  |  |   | linked to 'THT? and deepen understanding of the text.   | Student selection of novel for NEA – to read and research over summer.  |
| 12 | AQA A Level Language | <p>Introduction to genre, power and representation in written language.</p> <p>Through this range of texts students will be taught the 6 language levels that underpin the whole of the course:</p> <ul style="list-style-type: none"> <li>- Lexis and semantics</li> <li>- Grammar</li> <li>- Discourse</li> <li>- Pragmatics</li> <li>- Phonology</li> </ul> | <p>Introduction to spoken language, building on language levels.</p> <p>Language diversity theories:</p> <ul style="list-style-type: none"> <li>- Gender</li> <li>- Sexuality</li> <li>- MLE and urban youth language.</li> <li>- Occupation</li> </ul> | <p>Introduction to a range of genres as style models for Original Writing NEA (travel, monologues, crime, opinion, open letters)</p> <p>Language Discourses (linked to diversity) Paper 2 Section B.</p> <p>Practice comparison of</p> | <p>NEA: Original Writing &amp; Commentary.</p> <p>Teaching of skills for NEA and independent work.</p> <p>Paper 2, Section C: Language Discourses.</p> <p>Practice opinion writing based on Language Discourses. In</p> | <p>NEA: Original Writing &amp; Commentary.</p> <p>Complete first draft of NEA commentary.</p> <p>Recap of Paper 2 knowledge and skills.</p> <p>Develop skills of: evaluation, comparison and opinion writing.</p> | <p>Language Change: Intro to module linked to Paper 2 Section A, B &amp; C.</p> <p>NEA: Investigation – teaching of skills for NEA and development of brief for the project.</p> <p>Revision for mock exams and feedback.</p> |

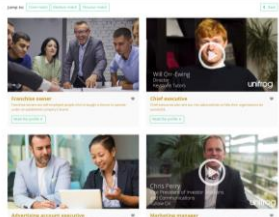


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|    |                        | <ul style="list-style-type: none"> <li>- Graphology</li> </ul> <p>Language Diversity.<br/>Intro to socio - linguistics for Paper 2 Section A, B &amp; C.</p> <ul style="list-style-type: none"> <li>- Regional variation</li> <li>- Class</li> <li>- Social groups</li> <li>-</li> </ul>  |  | discourse articles.   | class mock for Section C |  |  |
| 13 | AQA A Level Literature | <p>Interleaved revision of Othello.</p> <p>Begin reading and exploring final text – Richard II – link to demands of Sec C question</p> <p>Complete edit and redraft process for poetry NEA</p> <p>Begin reading and exploration of Crime Poetry Collection (5 poems: Crabbe, Browning and Wilde)</p> <p>Cycle of continuous development for Sec A as students complete 1 unseen extract analysis per week and act on feedback given</p> | <p>Refine understanding of exam question types Sec C paper 1.</p> <p>Demonstrate understanding of question types, linked to 'Richard II' – deepen understanding of the text.</p> <p>Refine understanding of exam question types B and C paper 2.</p> <p>Develop detailed analytical understanding of crime poetry collection.</p> <p>Complete 1<sup>st</sup> draft of prose NEA 2 – 1500 words</p> | <p>Individual revision pathways and plans set with teacher for each student.</p> <p>Teacher revises and develops students' understanding of texts/ genre in a cycle of continuous formative assessment as students complete essay plans/ essays/ timed examination practices and then acts on feedback.</p> <p>NEA redrafts to be completed by HT3</p> <p>Bespoke revision pathways HT4/5</p> <p>Cycle of continuous development for paper 1 and paper 2.</p> |                          |  |  |

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| 13 | AQA A Level Language | <p>Language Change</p> <p>Language change discourses</p> <p>Intro to Child Language - spoken</p> <p>Completion of NEA Original Writing and commentary.</p> | <p>Language Change contd</p> <p>Practice evaluation skills for Paper 2 Section A.</p> <p>Child Language Development. Written</p> <p>Practice exam question for Paper 1 Section B.</p> | <p>NEA: Investigation</p> <p>Revision of Paper 1 &amp; 2 and practice exam questions</p> | <p>NEA: Whole portfolio submitted and assessed</p> <p>Revision of Paper 1 &amp; 2 and practice exam questions</p> | <p>Revision of Paper 1 &amp; 2 and practice exam questions</p> |  |

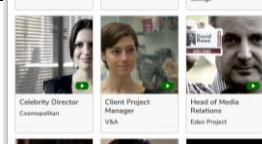
| Careers/Gatsby benchmark links   |   |  |  |  |
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| Links to careers/jobs  | Career Talks<br>(Possible contacts)   | Career and labour market<br>information  | Work place visits  | Encounters with higher/further<br>education  |
| <p><b>National Careers Service</b>- English<br/> <a href="https://nationalcareers.service.gov.uk/job-categories/creative-and-media">https://nationalcareers.service.gov.uk/job-categories/creative-and-media</a></p> <p><a href="https://nationalcareers.service.gov.uk/job-categories/teaching-and-education">https://nationalcareers.service.gov.uk/job-categories/teaching-and-education</a></p> <p><a href="https://nationalcareers.service.gov.uk/job-categories/managerial">https://nationalcareers.service.gov.uk/job-categories/managerial</a></p> <p><i>Explore a range of careers related to English Language and Literature.</i></p> <p>Unifrog – student side: Enter <b>English</b></p> <p><i>Find careers linked to your subject area using the search tool</i></p>  | <p>Unifrog: webinars</p> <p><i>Explore the webinars to find engaging talks about suitable careers that you might find interesting.</i></p> <p><i>Eg: Communication</i></p>  <p><a href="https://www.unifrog.org/student/webinars">https://www.unifrog.org/student/webinars</a></p> <p>These career clips below will be edited to shorter clips</p> <p><b>T:\Careers &amp; Enterprise\Career talks\National Careers Week Talks 2021\Recordings</b></p> <p>Search career videos linked to your subject<br/> <a href="https://icould.com/explore/#subject">https://icould.com/explore/#subject</a></p> <p>For example:<br/> <a href="https://icould.com/explore/categories/subject/english/">https://icould.com/explore/categories/subject/english/</a></p> | <p>LMI for all widget to compare jobs – pay and growth in those sectors – bottom of page on this link<br/> <a href="https://www.altrinchamcollege.com/careers/websites">https://www.altrinchamcollege.com/careers/websites</a></p> <p>Unifrog – Student side</p>  <p>Research over 1000 career profiles by subject area which includes a full range of up-to-date national and regional LMI.</p>  <p>Research all live apprenticeship and traineeship opportunities including a range of LMI covering jobs available, average salary and employment rate.</p> | <p><b>Careerready.co.uk</b>- <i>explore some work place visits that you might find useful.</i><br/> <a href="https://careerready.org.uk/resources/workplace-visits/">https://careerready.org.uk/resources/workplace-visits/</a></p>  <p>Masterclasses   Paid internships   Industry insights</p> <p><i>Learn new skills to prepare you for the world of work.</i></p> <p>English opportunities:<br/> Explore hundreds of paid and voluntary opportunities to develop your English skills.<br/> <a href="https://www.unifrog.org/student/home">https://www.unifrog.org/student/home</a></p>  <p>See AC careers bulletin – you could select any suitable virtual work experiences<br/> <a href="https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships">https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships</a></p> | <p>English and Media Centre blog:<br/> ‘why study English?’<br/> <a href="https://www.englishandmedia.co.uk/blog/why-study-english-18-good-reasons-for-doing-an-english-degree">https://www.englishandmedia.co.uk/blog/why-study-english-18-good-reasons-for-doing-an-english-degree</a></p>  <p>Unifrog – English University Courses<br/> English offers a diverse range of courses but here are some varied courses that might be useful for you to look at to narrow your courses.<br/> <a href="https://www.unifrog.org/student/subjects/keywords">https://www.unifrog.org/student/subjects/keywords</a></p>  <p>Find a suitable MOOC linked to your subject for KS4 and KS5 – give students a taste for what it's like to</p> |

<https://www.unifrog.org/student/careers/keywords>



find careers linked to your subject area

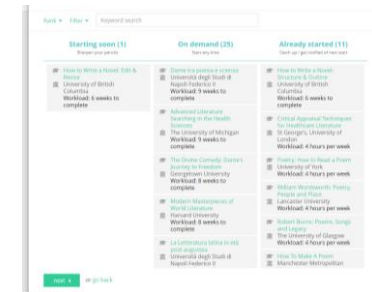
<https://www.prospects.ac.uk/job-profiles/browse-sector>



study a module at university. Enter the key word English in MOOC



<https://www.unifrog.org/student/moocs/long-list>



Research the English department of Universities.

Here are some examples as a starting point:

Sheffield University  
<https://shuenglish.squarespace.com/shu-english-courses>

Queen Mary University  
<http://www.qmul.ac.uk>  
Department of Linguistics - School of Languages, Linguistics and Film

Lancaster University

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|--|--|--|--|---|
|  |  |  |  | <a href="#">Linguistics at Lancaster   Lancaster Summer Schools in Corpus Linguistics (lancs.ac.uk)</a> |
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