

Curriculum Map

Subject: English Language

Year Group: 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p>	<p>Teacher A: We start with an introduction to the building blocks of language: word classes, grammar, clauses and sentence types and moods. We then explore how they are used to different effects in a range of non-fiction texts.</p> <p>Teacher B: We introduce students to analysing transcripts of spoken language. We examine the different rules of expression in spoken language and begin to compare this to written texts.</p> <p>We then look in detail at formality and register and how we adapt our language to different contexts.</p> <p>We then explore factors that can affect language like social status and region. Students will complete a mini project on accent and dialect looking at a range of English dialect from Scouse to Multicultural London English.</p> <p>We then start to introduce students to the work of linguists such as Lindsay Johns, David Crystal and Peter Trudgill and what they say about language and identity.</p>	<p>Teacher A: Now that students have a foundation of linguistic terminology we can explore what linguistic theory in more detail. We start looking at how power is expressed through linguistic choices, exploring the work of Norman Fairclough and Shan Wareing.</p> <p>Introducing Question 2 of the exam, we practise writing about these theories in an engaging manner.</p> <p>Teacher B: We compliment the other side of the course by looking at how gender is expressed through language. We explore linguistic theories written by William Labov, Robin Lakoff, Deborah Tannen, Zimmerman & West, Dale Spender, and Jennifer Coates.</p> <p>We then apply these theories to a range to spoken and written texts exploring how theory can be supported or refuted by real life examples.</p> <p>Introducing Question 3 of the exam, we practise comparing and applying linguistic theory to spoken and written texts.</p>	<p>Teacher A: Language in the Media.</p> <p>We explore how Media Institutions deploy language examining the components of journalese. We also look at the most prominent Newspaper institutions in the UK and complete a project comparing the Media's presentation of Katherine Middleton and Meghan Markle.</p> <p>Teacher B: We then move on to studying the unwritten rules of spoken communication. We explore the theory behind Politeness, looking and Brown and Levinson's work on Face and Face Threatening Acts. We also explore Paul Grice's Cooperation theory and Maxims of Conversation.</p> <p>Once we have a firm grasp on the theory, we move to applying it to spoken transcripts, analysing how interlocutors obey or flout these rules.</p> <p>We then put all this together and apply to exam style questions (Question 3)</p>	<p>Teacher A: Language and technology.</p> <p>We explore the huge impact that technology has had on the English Language everything from the printing press to the telephone to TikTok!</p> <p>Q2: Now we have a wide ranging knowledge of linguistic theory and debate we explore how to discuss topical issues in Language in a range of different forms of writing:</p> <ul style="list-style-type: none"> • Articles • Blogs • Scripts • Editorials • Book Reviews • Speeches <p>Teacher B: Now our students have a solid foundation in Linguistics we introduce the coursework element of the course.</p> <p>After analysing a range of model coursework pieces students must choose an area of linguistic study to complete an independent investigation into.</p> <p>Students complete a Coursework Proposal in their given area. They can choose anything from analysing language in their</p>	<p>This term is dedicated to revising every question in the Component 1 exam:</p> <p>Q1 a+b: Language under the microscope.</p> <p>Q2: Writing about a topic issue.</p> <p>Q3: Comparing written and spoken language.</p>	<p>End of Year 12 Exams</p> <p>Teacher A: Starts Component 2 and developing students' knowledge of Language in the Media.</p> <p>Teacher B: Coursework- Students analyse and report on their findings. Using graphs to present their findings to the teacher.</p> <p>By the end of term they will have 1000 words of their coursework written. Ready to finish at the start of year 13.</p>

				<p>favourite shows to how their friends or teachers talk!</p> <p>Once their investigation is approved, we spend the rest of the term collating their data: recording and transcribing a range of conversations.</p>		
Skills- What will be developed?	<p>AO1: Analysis of language choices</p> <p>AO2: Understanding of Linguistic concepts</p> <p>AO3: Consideration of impact of context</p>	<p>AO1: Analysis of language choices</p> <p>AO2: Understanding of Linguistic concepts</p> <p>AO3: Consideration of impact of context</p> <p>AO4: Comparing texts</p>	<p>AO5: Writing appropriately and stylishly.</p> <p>AO1: Analysis of language choices</p> <p>AO2: Understanding of Linguistic concepts</p> <p>AO3: Consideration of impact of context</p> <p>AO4: Comparing texts</p>	<p>AO5: Writing appropriately and stylishly.</p> <p>AO1: Analysis of language choices</p> <p>AO2: Understanding of Linguistic concepts</p> <p>AO3: Consideration of impact of context</p> <p>AO4: Comparing texts</p>	<p>AO1: Analysis of language choices</p> <p>AO2: Understanding of Linguistic concepts</p> <p>AO3: Consideration of impact of context</p> <p>AO4: Comparing texts</p> <p>AO5: Writing appropriately and stylishly.</p>	<p>AO1: Analysis of language choices</p> <p>AO2: Understanding of Linguistic concepts</p> <p>AO3: Consideration of impact of context</p> <p>AO4: Comparing texts</p>
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	<p>How do we classify words, clauses and sentences?</p> <p>How are the laws of grammar followed by writers and interlocutors?</p> <p>How is our language unique to use?</p> <p>How does Language reveal identity?</p> <p>How have attitudes to accent changed?</p> <p>Why are some accents more prestigious than others?</p>	<p>How does Language reflect power and status?</p> <p>How do producers assert their power?</p> <p>How do different types of power compare?</p> <p>How does language reflect gender?</p> <p>How can we refute theory?</p> <p>How much truth is there in stereotyping?</p> <p>How do generalisations affect our language use?</p>	<p>How do media producers use language?</p> <p>How do implied recipients decode bias</p> <p>How do political organisations use the media?</p> <p>How do journalist position institutions?</p> <p>How do implied recipients locate objective and subjective positions?</p>	<p>How has technology impacted language?</p> <p>How has language had to adapt with new technological developments?</p> <p>Why do people have such negative attitudes towards language change?</p> <p>How are language choices a product of the specific context?</p>	<p>How does Language reflect power and status?</p> <p>How do producers assert their power?</p> <p>How do different types of power compare?</p> <p>How does language reflect gender?</p> <p>How can we refute theory?</p> <p>How has technology impacted language?</p> <p>How has language had to adapt with new technological developments?</p> <p>Why do people have such negative attitudes towards language change?</p> <p>How are language choices a product of the specific context?</p>	Revision
SEND- how will support be seen? Seating plans? Simplified questions?	<p>Teaching key terminology vocabulary</p> <p>Scaffolding first essays by reducing the AOs to be assessed.</p> <p>Use of model answers</p>	<p>Teaching key terminology vocabulary</p> <p>Scaffolding first essays by reducing the AOs to be assessed.</p> <p>Use of model essays</p>	<p>Teaching key terminology vocabulary</p> <p>Scaffolding first essays by reducing the AOs to be assessed.</p> <p>Use of model essays</p>	<p>Teaching key terminology vocabulary</p> <p>Scaffolding first essays by reducing the AOs to be assessed.</p> <p>Use of model essays</p>	<p>Teaching key terminology vocabulary</p> <p>Scaffolding first essays by reducing the AOs to be assessed.</p> <p>Use of model essays</p>	<p>Teaching key terminology vocabulary</p> <p>Scaffolding first essays by reducing the AOs to be assessed.</p> <p>Use of model essays</p>

Assessment- What? Why?	Terminology quizzes at the start of every lesson Exam question answers written and live marked	Terminology quizzes at the start of every lesson Exam question answers written and live marked	Year 12 Exams: C1 Students are now able to complete the entirety of the Component 1 exam.	Terminology quizzes at the start of every lesson Exam question answers written and live marked	Terminology quizzes at the start of every lesson Exam question answers written and live marked	Year 12 Exams C1 Using the knowledge they have developed over the last year, they are now able to complete a Component 1 exam.
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Terminology quizzes at the start of every lesson Modelling analysis of texts under the visualiser Modelling the writing of answers	Teaching key terminology vocabulary Scaffolding first essays by reducing the AOs to be assessed. Use of model essays	Teaching key terminology vocabulary Scaffolding first essays by reducing the AOs to be assessed. Use of model essays	Teaching key terminology vocabulary Scaffolding first essays by reducing the AOs to be assessed. Use of model essays	Teaching key terminology vocabulary Scaffolding first essays by reducing the AOs to be assessed. Use of model essays	Teaching key terminology vocabulary Scaffolding first essays by reducing the AOs to be assessed. Use of model essays
Literacy- reading, extended accurate writing and oracy opportunities	Reading of texts and cold calling to check understanding. Spelling of new terms and linguistic terminology How to structure an argument within an essay coherently Academic language and writing style	Reading of texts and cold calling to check understanding. Spelling of new terms and linguistic terminology How to structure an argument within an essay coherently Academic language and writing style	Reading of texts and cold calling to check understanding. Spelling of new terms and linguistic terminology How to structure an argument within an essay coherently Academic language and writing style	Reading of texts and cold calling to check understanding. Spelling of new terms and linguistic terminology How to structure an argument within an essay coherently Academic language and writing style	Reading of texts and cold calling to check understanding. Spelling of new terms and linguistic terminology How to structure an argument within an essay coherently Academic language and writing style	Reading of texts and cold calling to check understanding. Spelling of new terms and linguistic terminology How to structure an argument within an essay coherently Academic language and writing style
Numeracy/computing skills				Collecting data Analysing data Creating graphs to explore the data.		Collecting data Analysing data Creating graphs to present findings.
Character development	Communication skills Precision in expressing ideas and listening to responses Analytical methods Critical thought Exploring bias and prejudice	Becoming a more perceptive and discerning consumer of language and media. Exploration of stereotyping and gender	Becoming a more perceptive and discerning consumer of language and media. Exploration of stereotyping and gender Analytical methods Critical thought Exploring bias and prejudice	Becoming a more perceptive and discerning consumer of language and media. Exploration of stereotyping and gender Analytical methods Critical thought Exploring bias and prejudice		
Equality/Diversity opportunities	Discussion of how class and culture affect language Promotion of a non-judgemental stance in discussion of class, dialect and language	Discussion of gender and equality Discussion of prejudice and power Eurocentric and Androcentric views	Discussion of prejudice and power Eurocentric and Androcentric views Real examples of institutional racism in media	Own project choice: looking at issues that are important to students as individuals.		

	Exploration of race and English					
Homework/Independent learning	Parts of Speech booklet Dialect projects Revision quizzes Wider reading articles	Parts of Speech Booklet Exam questions Revision Quizzes Wider reading articles	Media Project Exam questions Revision quizzes Wider reading articles	Coursework: research and transcribing Revision quizzes Wider reading articles Exam questions	Revision Practice exam questions	Revision Coursework: analysing, presenting findings and then writing analytical commentary on their findings.
CIAG coverage/links	Linguistics Sociolinguistics	Linguistics Sociolinguistics	Journalism Linguistics	Linguistics Sociolinguistics Journalism Media Institutions	Linguistics Sociolinguistics Journalism Media Institutions	