

Curriculum Map

Subject: English Language

Year Group: 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<p>In year 12 students learnt the composition of the English Language, this year they explore the dimensions of change within this.</p> <p>Teacher A: Now students have a solid grasp of language in practice, we learn how children's speech develops; from the formation of sound in the mouth to learning the rules of grammar. We will also introduce the IPA (the International Phonetic Alphabet,) supporting students to use in when analysing.</p> <p>Teacher B: Students will start the final unit of work which is Language Change. Students will study the English Language throughout history from the 16th Century to present day.</p> <p>Teacher C: Students will complete the Coursework they started in Year 12 investigation writing 2500 words analysing language in their chosen area.</p> <p>Then we will revise Component 1 Q1 and Q3 and Component 2 Q2 ready for the Autumn Exams.</p>	<p>Year 13 Autumn Exams After exams-</p> <p>Teacher A: Child Language Q1 Students will practise analysing short transcripts of children talking, identifying which stage of development they are currently in.</p> <p>Teacher B Language Change Q3. Students continue to explore the way the English language has developed and changed over time, and now start to explore methodologies for the study of language change</p> <p>Teacher C: Coursework: finishing their analysis: writing a conclusion and evaluation.</p>	<p>Teacher 1: Child Language Q1 Students should now become more competent and independent when analysing child language and we develop these skills over a range of texts.</p> <p>Teacher 2: Language in the Media. We revise the theories around</p> <ul style="list-style-type: none"> • Language and Power • Language and Gender • Language and technology <p>This knowledge is then applied to a range of texts created by various media institutions.</p> <p>Teacher 3: Language Change Q3. Students finish the study of Language Change looking at English in its most modern form. Then we practise applying this knowledge to texts and exam style questions in preparation for the final year 13 mock exams.</p>	<p>Year 13 Final Mock Exams After exams</p> <p>Teacher A: Revision of Component 1 exam. Q1 and Q2.</p> <p>Teacher B: Revision of Component 1 Question 3.</p> <p>Teacher C: Revision of Component 2 exams.</p> <p>Feedback lessons spent exploring areas of development from the exams.</p> <p>Exam preparation: Past papers and example papers practised.</p>	A Level Exams.
Skills- What will be developed?	<p>AO1: Analysis of language choices AO2: Understanding of Linguistic concepts</p>	<p>AO1: Analysis of language choices AO2: Understanding of Linguistic concepts</p>	<p>AO1: Analysis of language choices AO2: Understanding of Linguistic concepts</p>	<p>AO1: Analysis of language choices AO2: Understanding of Linguistic concepts</p>	<p>AO1: Analysis of language choices AO2: Understanding of Linguistic concepts</p>

	AO3: Consideration of impact of context AO4: Comparing texts	AO3: Consideration of impact of context AO4: Comparing texts	AO3: Consideration of impact of context AO4: Comparing texts	AO3: Consideration of impact of context AO4: Comparing texts AO5: Writing appropriately and stylishly.	AO3: Consideration of impact of context AO4: Comparing texts AO5: Writing appropriately and stylishly.
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	How do children learn to talk? How do media producers use language? How do implied recipients decode bias? How do political organisations use the media? How do journalist position institutions? How do implied recipients locate objective and subjective positions?	How fluid is the English Language? How have attitudes towards language use changed over time? How responsible is our context for our language use? How do children learn to talk? How do media producers use language? How do implied recipients decode bias How do political organisations use the media? How do journalist position institutions? How do implied recipients locate objective and subjective positions?	How fluid is the English Language? How have attitudes towards language use changed over time? Why do we see some language use as 'correct' and others 'incorrect' ? How responsible is our context for our language use? How do children learn to talk? How do media producers use language? How do implied recipients decode bias How do political organisations use the media? How do journalist position institutions? How do implied recipients locate objective and subjective positions?	Revision	Revision
SEND - how will support be seen? Seating plans? Simplified questions?	Teaching key terminology vocabulary Scaffolding first essays by reducing the AOs to be assessed. Use of model answers Over learning	Teaching key terminology vocabulary Scaffolding first essays by reducing the AOs to be assessed. Use of model answers Over learning	Teaching key terminology vocabulary Scaffolding first essays by reducing the AOs to be assessed. Use of model answers Over learning	Teaching key terminology vocabulary Scaffolding first essays by reducing the AOs to be assessed. Use of model answers Over learning	Teaching key terminology vocabulary Scaffolding first essays by reducing the AOs to be assessed. Use of model answers Over learning
Assessment - What? Why?	Terminology quizzes at the start of every lesson Exam question answers written and live marked	Year 13 Exams: C1:Q1 C2:Q2 C1:Q3 Terminology quizzes at the start of every lesson Exam question answers written and live marked	Coursework Deadline Terminology quizzes at the start of every lesson Exam question answers written and live marked	Year 13 Exam: C2 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 Timed essays C1 and C2

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	Terminology quizzes at the start of every lesson Modelling analysis of texts under the visualiser Modelling the writing of answers Exam Questions	Terminology quizzes at the start of every lesson Modelling analysis of texts under the visualiser Modelling the writing of answers Exam Questions	Terminology quizzes at the start of every lesson Modelling analysis of texts under the visualiser Modelling the writing of answers Exam Questions	Terminology quizzes at the start of every lesson Modelling analysis of texts under the visualiser Modelling the writing of answers Exam Questions
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 a comparative essay question 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 a comparative essay question 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 a comparative essay question 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 a comparative essay question 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 a comparative essay question coherently Academic language and writing style
Numeracy /computing skills	Coursework: analysing data and demonstrating findings in a graph	Coursework: analysing data and demonstrating findings in a graph	Coursework: analysing data and demonstrating findings in a graph		
Character development	Child development and progression Parenting and responsibility Discussion of prejudice and power Eurocentric and Androcentric views Real examples of institutional racism in media Independent study skills	Discussion of prejudice and power Eurocentric and Androcentric views Real examples of institutional racism in media Child development and progression Parenting and responsibility Independent study skills	Perceptions of 'correctness' in language Discussion of prejudice and power Eurocentric and Androcentric views Real examples of institutional racism in media Child development and progression	Revision and exam preparation Workload management	Revision and exam preparation Workload management
Equality /Diversity opportunities	Institutional prejudice Equal opportunities	Institutional prejudice Equal opportunities	Institutional prejudice Equal opportunities	Accessibility of exams	Accessibility of exams
Homework /Independent learning	Wider reading articles Terminology quizzes	Wider reading articles Terminology quizzes	Wider reading articles Terminology quizzes	Wider reading articles Terminology quizzes	Wider reading articles Terminology quizzes

	Writing up jointly planned exam answers Coursework	Writing up jointly planned exam answers Coursework	Writing up jointly planned exam answers Exam questions	Writing up jointly planned exam answers Exam questions	Writing up jointly planned exam answers Exam questions
CIAG coverage/links	Communication Media Language in the working world: power	Communication Media Language in the working world: power	Communication Media Language in the working world: power	Communication Media Language in the working world: power	