

Curriculum Map

Subject:

English Language

Year Group: 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/ sequence ?	Both teachers start with a two week intensive study of the building blocks of language: giving students the terminology to use identify word classes, grammar, clauses and sentence types and moods. This foundation enables students to discuss linguistic decisions with precision for the rest of the course. We develop students' knowledge of this terminology by applying it to a range of texts; slowly growing in terms of complexity. Teacher A will focus on lexis and semantics, learning how to identify choices made by a text producer and consider the impact for these choices in their specific context. Teacher B will focus on sentence structures and the choices made by a producer when deploying the sentence types they have chosen in their specific context.	Now we have ascertained the rules of standard English we explore when these rules are purposefully broken. Teacher A: 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. We then look in detail at formality and register and how we adapt our language to different contexts. 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. We end the term exploring Aristotote's ideas on rhetoric and how these are deployed by producers to persuade. Teacher B: We 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	Teacher A: Students will study the English Language throughout history from the 16th Century to present day. We explore the way the English language has developed and changed over time and what has caused these changes. Then we practise applying this knowledge to texts and exam style questions. Teacher B: Building on our knowledge of how language denotes identity we look at gender and language. We learn and test what the theorist like Lakoff, Tannen and Cameron state about the differences language are and explore if there are exceptions to the 'rule.'	Teacher A: Language Change: technology. We explore the huge impact that technology has had on the English Language everything from the printing press to the telephone to TikTok! Teacher B: Power in Language . Building on our knowledge of Aristotle, we look at how text producers influence their readers and what linguistic theory demonstrates is the impact of this. 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: - Articles - Blogs - Scripts - Editorials - Book Reviews - Speeches	Teacher A: Now our students have a solid foundation in linguistics we introduce the NEU element of the course. After analysing a range of model NEU assignments students must choose an area of linguistic study to complete an independent investigation into. Students complete a NEU Proposal in their given area. They can choose anything from analysing language in their favourite shows to how their friends or teachers talk! Once their investigation is approved, we spend the rest of the term collating their data: recording and transcribing a range of conversations. Teacher B: Language in the Media. 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.	Revision for the End of Year 12 Exams. Students complete an entire Component 1 exam paper. Teacher A: Revision of the whole competent in preparation for the end of year 12 assessments which will be an entire Component one. Teacher B: NEU- Students analyse and report on their findings. Using graphs to present their findings to the teacher. By the end of term they will have 1000 words of their NEU written. The deadline for the first draft of this NEU is the first week of September.

		to Multicultural London English. We then start to introduce students to the work of linguists such as David Crystal, Jenny Cheshire, Peter Trudgill and Amanda Cole what they assert about language and identity. We end the term using this knowledge to debate topic issues in Language, exploring whether a form of 'Standard English' is imperative to society. We then practise writing engaging texts that explore these issues.				
Skills- What will be developed?	AO1: Analysis of language choices AO2: Understanding of Linguistic concepts AO3: Consideration of impact of context	AO1: Analysis of language choices AO2: Understanding of Linguistic concepts AO3: Consideration of impact of context AO4: Comparing texts	AO5: Writing appropriately and stylishly. AO1: Analysis of language choices AO2: Understanding of Linguistic concepts AO3: Consideration of impact of context AO4: Comparing texts	AO5: Writing appropriately and stylishly. AO1: Analysis of language choices AO2: Understanding of Linguistic concepts AO3: Consideration of impact of context AO4: Comparing texts	AO1: Analysis of language choices AO2: Understanding of Linguistic concepts AO3: Consideration of impact of context AO4: Comparing texts AO5: Writing appropriately and stylishly.	AO1: Analysis of language choices AO2: Understanding of Linguistic concepts AO3: Consideration of impact of context AO4: Comparing texts
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	How do we classify words, clauses and sentences? How are the laws of grammar followed by writers and interlocutors? How is our language unique to use? How does Language reveal identity? How have attitudes to accent changed? Why are some accents more prestigious than others?	How does Language reflect power and status? How do producers assert their power? How do different types of power compare? How does language reflect gender? How can we refute theory? How much truth is there in stereotyping? How do generalisations affect our language use?	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 has technology impacted language? How has language had to adapt with new technological developments? Why do people have such negative attitudes towards language change? How are language choices a product of the specific context?	How does Language reflect power and status? How do producers assert their power? How do different types of power compare? How does language reflect gender? How can we refute theory? How has technology impacted language? How has language had to adapt with new technological developments? Why do people have such negative attitudes towards language change?	Revision

					How are language choices a product of the specific context?	
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	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
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 Q1 and Q2	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 Exploration of race and English	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.		
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	NEU: research and transcribing Revision quizzes Wider reading articles Exam questions	Revision Practice exam questions	Revision NEU: 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	