

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 ?	The first draft of the Independent Language investigation is due in the first week of term. We begin with revision of Y12 content in preparation for the Y13 Assessments at the start of next term. Teacher A: Revision of Language Change. We revise key theory and concepts and practise answering this 36 mark question in the exam. Teacher B: We begin the year revising key AO1 terminology and practising analysing language under the microscope in Q1. We then move on to revising for the Q2 Media question. Revising theory and concepts learnt in Y12 and develop our ability to apply these to a range of unseen texts.	Year 13 Autumn Exams After exams- Students receive feedback on their Independent Language Investigations and have until December to produce the final draft. 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. Students will practise analysing short transcripts of children talking, identifying which stage of development they are currently in. Teacher B: We revise the entirety component 1 paper. Using the knowledge we have gained we practise debating topical issues in Language and develop our ability to write about these creatively. Next we practise comparing texts and the language we use. Students will be trained in analysing a range of language levels and pertinently applying theory	Teacher 1: With the theory learned this term is dedicated to giving students the practise to answer the 20 mark exam question on Child Language. Students will be given the opportunity to revise theory and concepts and apply this knowledge to a range of transcripts. Teacher 2: Now all the A Level content has been covered, students have an opportunity to see how to use the knowledge they have gained in the exam. Beginning with the 2025 Component 2 paper we walk through the texts and practise analysing them and applying theories and concepts to each of the questions. There is also the opportunity to revise key terminology as we go.	Year 13 Final Mock Exams After exams Teacher A: The final term of study is dedicated to exam practice. As a class we walk through previous papers: teachers will model how to approach each question, talk students through exemplar responses and give students an opportunity to produce their own responses. Towards the end of the term Teacher B will walk students through their performance in the final mock assessment. Walking students through the paper and giving students an opportunity to redraft their responses.	A Level Exams.

		and concepts to their comparison. Students receive results for their Autumn Assessment and feedback lessons are used to explore areas of development and give students an opportunity to redraft answers.			
Skills- What will be developed?	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	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 AO5: Writing appropriately and stylishly.
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	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?	NEU First Draft Deadline Terminology quizzes at the start of every lesson Exam question answers written and live marked	Year 13 Exams: C1:Q1 C2:Q2 C2:Q3 NEU Final Draft Deadline 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 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	Eurocentric and Androcentric views Real examples of institutional racism in media Independent study skills	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 Writing up jointly planned exam answers Coursework	Wider reading articles Terminology quizzes Writing up jointly planned exam answers Coursework	Wider reading articles Terminology quizzes Writing up jointly planned exam answers Exam questions	Wider reading articles Terminology quizzes Writing up jointly planned exam answers Exam questions	Wider reading articles Terminology quizzes Writing up jointly planned exam answers Exam questions
CIAG coverage/links	Communication Media Language in the working world: power	Communication Media Child Language and development	Communication Child Language development		