

Curriculum Map: <<English Language>> Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content Declarative knowledge 'I Know'</p>	<p>Child Language Acquisition – stages of language development I know the pre-linguistic stages of talk. I know the stages of language development. I know the functions of language. I know key theorists and researchers associated with child language acquisition.</p> <p>Language and the Individual – Social Groups and Class I know key terminology associated with Social Groups and Class. I know key theorists associated with Social Groups and Class. I know key methods used when examining Social Groups and Class.</p>	<p>Child Language Acquisition – Writing Acquisition I know how children are taught to read. I know the different processes employed in teaching children to read. I know the processes of learning to write. I know key theorists and researchers linked to children’s spoken language acquisition. I know key theorists and researchers associated with literacy-based child language acquisition.</p> <p>Language and the Individual – Language and Age, Language and Technology, Language and Occupation I know key terminology associated with Language and Age, Language and Technology, and Language and Occupation. I know key theorists associated with Language and Age, Language and Technology, and Language and Occupation.</p>	<p>Meanings and Representations I know the features of and terminology related to phonetics, phonology and prosodics. I know the features of and terminology related to lexis and semantics. I know the features of and terminology related to grammar. I know the features of and terminology related to pragmatics. I know the features of and terminology related to discourse. I know the features of and terminology related to graphology. I know the structure and organisation of the texts. I know how representations are produced.</p> <p>Language and the Individual – Language and Gender I know key terminology associated with Language and Gender. I know key theorists associated with Language and Gender. I know key methods used when examining Language and Gender.</p>	<p>Meanings and Representations I know how language is shaped according to audience, purpose, genre and mode. I know how audience is shaped according to context. I know that language is used to construct meanings and representations.</p> <p>Language and Identity – Ethnicity, Sexuality and Power I know key terminology associated with Language and Ethnicity, Language and Sexuality, and Language and Power. I know key theorists associated with Language and Ethnicity, Language and Sexuality, and Language and Power. I know key methods used when examining Language and Ethnicity, Language and Sexuality, and Language and Power.</p>	<p>Revision I know the key content from the units of study so far. I know what an exam paper will ask of me. I know the assessment objectives I am required to address.</p> <p>Regional Variations of English I know a range of key Regional Variations of English. I know key terminology associated with Regional Variations of English. I know key theorists associated with Regional Variations of English. I know key methods used when examining Regional Variations of English.</p>	<p>NEA: Language Investigation I know the ethical considerations of collecting data. I know key theories and can present an overview of theories in my writing. I know the requirements of the Language Investigation. I know the language frameworks and how to reference them in my writing.</p> <p>NEA: Original Writing and Commentary I know key features of writing demonstrating the Power of Persuasion. I know key features of writing demonstrating the Power of Information. I know key features of writing demonstrating the Power of Storytelling. I know what a Style Model is. I know what constitutes an effective Style Model. I know the requirements of the NEA. I know the requirements of the Commentary.</p>

		I know key methods used when examining Language and Age, Language and Technology, and Language and Occupation.				
Skills Procedural Knowledge 'I know how to'	Child Language Acquisition – Stages of Language Development I know how to engage with research and studies related to children’s acquisition of spoken language. I know how to respond to and annotate data linked to a child’s acquisition of spoken language. I know how to plan a response to a question on a child’s acquisition of spoken language. I know how to write an evaluative essay on the features of children’s spoken language. I know how to structure a response, include data and theory, in response to an exam question on CLA. I know how to respond to feedback and use the mark scheme in order to improve my response on spoken CLA.	Child Language Acquisition – Writing Acquisition I know how to engage with research and studies related to children’s acquisition of spoken language. I know how to respond to and annotate data linked to a child’s acquisition of literacy skills. I know how to plan a response to a question on a child’s acquisition of written language. I know how to write an evaluative essay on the features of children’s spoken language. I know how to structure a response, include data and theory, in response to an exam question on CLA. I know how to respond to feedback and use the mark scheme in order to improve my response on the acquisition of literacy.	Meanings and Representations I know how to identify different features of the language frameworks in a range of texts produced across time. I know how to analyse and evaluate the ways in which different language features are used to shape meaning. I know how to compare the ways in which language is used to shape meaning across texts. I know how to structure an exam response comparing how meanings and representations are shaped in texts. Language and the Individual – Language and Gender I know how to plan a response to a question on Language and Gender. I know how to structure my writing to guide the	Meanings and Representations I know how to identify different features of the language frameworks in a range of texts produced across time. I know how to analyse and evaluate the ways in which different language features are used to shape meaning. I know how to compare the ways in which language is used to shape meaning across texts. I know how to structure an exam response comparing how meanings and representations are shaped in texts. Language and Identity – Ethnicity, Sexuality and Power I know how to plan a response to a question on Language and Ethnicity, Language and Sexuality, and Language and Power.	Revision I know how to review my understanding. I know how to prioritise content to revise. I know how to construct revision materials. I know how to use past papers as a resource to guide my revision. Regional Variations of English I know how to plan a response to a question on regional variations of English. I know how to structure my writing to guide the reader through a line of argument. I know how to apply linguistic methods and terminology to my evaluation. I know how to engage with patterns of regional variations of English. I know how to comment on different views and interpretations of linguistic issues. I know how to challenge different views and	NEA: Language Investigation I know how to identify an appropriate investigation topic. I know how to create a suitable research question. I know how to select and apply a methodology for data collection and analysis. I know how to transcribe spoken data. I know how to evaluate and draw conclusions on the findings of the investigation. I know how to present findings in an appropriate manner. NEA: Original Writing and Commentary I know how to annotate a Style Model effectively. I know how to draw on features of a Style Model in my own writing.

	<p>Language and the Individual – Social Groups and Class I know how to plan a response to a question on Social Groups or Class. I know how to structure my writing to guide the reader through a line of argument. I know how to apply linguistic methods and terminology to my evaluation. I know how to engage with patterns of language usage linked to Social Groups and Class. I know how to comment on different views and interpretations of linguistic issues. I know how to challenge different views and interpretations of linguistic issues and concepts.</p>	<p>Language and the Individual – Language and Age, Language and Technology, Language and Occupation I know how to plan a response to a question on Language and Age, Language and Technology, and Language and Occupation. I know how to structure my writing to guide the reader through a line of argument. I know how to apply linguistic methods and terminology to my evaluation. I know how to engage with patterns of language usage linked to Language and Age, Language and Technology, and Language and Occupation. I know how to comment on different views and interpretations of linguistic issues. I know how to challenge different views and interpretations of linguistic issues and concepts.</p>	<p>reader through a line of argument. I know how to apply linguistic methods and terminology to my evaluation. I know how to engage with patterns of language usage linked to Language and Gender. I know how to comment on different views and interpretations of linguistic issues. I know how to challenge different views and interpretations of linguistic issues and concepts.</p>	<p>I know how to structure my writing to guide the reader through a line of argument. I know how to apply linguistic methods and terminology to my evaluation. I know how to engage with patterns of language usage linked to Language and Ethnicity, Language and Sexuality, and Language and Power. I know how to comment on different views and interpretations of linguistic issues. I know how to challenge different views and interpretations of linguistic issues and concepts.</p>	<p>interpretations of linguistic issues and concepts.</p>	<p>I know how to plan a piece of original writing. I know how to structure my own original writing in a fluent and cohesive manner. I know how to use a range of language features, across the varying Language Levels, to shape meaning and effect in my writing. I know how to proofread my writing to ensure efficacy. I know how to review and evaluate my writing. I know how to construct an effective Commentary.</p>
<p>Strategies Conditional Knowledge 'I know when to'</p>	<p>Child Language Acquisition – Stages of Language Development</p>	<p>Child Language Acquisition – Writing Acquisition</p>	<p>Meanings and Representations I know when to identify different language framework features.</p>	<p>Meanings and Representations I know when to identify different language framework features.</p>	<p>Revision I know when to use various types of texts as data sets.</p>	<p>NEA: Language Investigation I know when to select data that is appropriate to my investigation.</p>

	<p>I know when to label features that have value for the task when annotating data linked to spoken language acquisition.</p> <p>I know when to apply linguistic methods and terminology consistently and appropriately in my evaluative response.</p> <p>I know when to comment on relevant features and include appropriate research.</p> <p>I know when to show detailed knowledge of linguistic ideas, concepts and research linked to CLA.</p> <p>Language and the Individual – Social Groups and Class</p> <p>I know when to apply linguistic methods and terminology to my evaluation.</p> <p>I know when to engage with patterns of language usage linked to Social Groups and Class.</p> <p>I know when to comment on different views and interpretations of linguistic issues.</p> <p>I know how to challenge different views and interpretations of linguistic issues and concepts.</p>	<p>I know when to label features that have value for the task when annotating data related to literacy acquisition.</p> <p>I know when to apply linguistic methods and terminology consistently and appropriately in my evaluative response.</p> <p>I know when to comment on relevant features and include appropriate research.</p> <p>I know when to show detailed knowledge of linguistic ideas, concepts and research linked to literacy acquisition.</p> <p>Language and the Individual – Language and Age, Language and Technology, Language and Occupation</p> <p>I know when to apply linguistic methods and terminology to my evaluation.</p> <p>I know when to engage with patterns of language usage linked to Language and Age, Language and Technology, and Language and Occupation.</p> <p>I know when to comment on different views and interpretations of linguistic issues.</p>	<p>I know when to engage in the contexts surrounding texts.</p> <p>I know when to engage in the ways discourse is shaped in texts.</p> <p>I know when to compare one text to another.</p> <p>Language and the Individual – Language and Gender</p> <p>I know when to apply linguistic methods and terminology to my evaluation.</p> <p>I know when to engage with patterns of language usage linked to Language and Gender.</p> <p>I know when to comment on different views and interpretations of linguistic issues.</p> <p>I know how to challenge different views and interpretations of linguistic issues and concepts.</p>	<p>I know when to engage in the contexts surrounding texts.</p> <p>I know when to engage in the ways discourse is shaped in texts.</p> <p>I know when to compare one text to another.</p> <p>Language and Identity – Ethnicity, Sexuality and Power</p> <p>I know when to apply linguistic methods and terminology to my evaluation.</p> <p>I know when to engage with patterns of language usage linked to Language and Ethnicity, Language and Sexuality, and Language and Power.</p> <p>I know when to comment on different views and interpretations of linguistic issues.</p> <p>I know how to challenge different views and interpretations of linguistic issues and concepts.</p>	<p>I know when to apply relevant theory to data sets.</p> <p>I know when to highlight the key issues and concepts connected to a child’s acquisition of spoken language and literacy.</p> <p>I know how to use past papers to aid my revision.</p> <p>I know when to use different resources for different purposes.</p> <p>Regional Variations of English</p> <p>I know when to apply linguistic methods and terminology to my evaluation.</p> <p>I know when to engage with patterns of language usage linked to Regional Variations of English.</p> <p>I know when to comment on different views and interpretations of linguistic issues.</p> <p>I know how to challenge different views and interpretations of linguistic issues and concepts.</p>	<p>I know when to use theory that is appropriate to the focus of my investigation.</p> <p>I know when to apply linguistic methods and use appropriate terminology in my analysis.</p> <p>I know when to identify linguistic patterns.</p> <p>NEA: Original Writing and Commentary</p> <p>I know when to draw on features of a Style Model in my own writing.</p> <p>I know when to use a range of language features, across the varying Language Levels, to shape meaning and effect in my writing.</p> <p>I know when to proofread my writing to ensure efficacy.</p> <p>I know how to review and evaluate my writing.</p>
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		I know how to challenge different views and interpretations of linguistic issues and concepts.				
Key Questions	<p>Child Language Acquisition – Stages of Language Development What are the various stages to child language development? To what extent is phonological development important in learning to speak? At what ages do children acquire specific linguistic features? What are the barriers to children’s learning to speak? What is the role of the caregiver in children’s development? To what extent does the environment affect child language development? To what extent are nature and nurture influential in the learning to speak process?</p> <p>Language and the Individual – Social Groups and Class To what extent does the language we use reflect the social groups we are connected to? To what extent does the language we use reflect our social class?</p>	<p>Child Language Acquisition – Writing Acquisition How do children learn to write? What are the various processes of children’s learning literacy? How closely are learning to read and write linked? How are children taught to spell and what factors affect learning this skill? What motor skills do children need to develop in order to write? How is children’s literacy linked to the National Curriculum? How do children acquire different writing styles.</p> <p>Language and the Individual – Language and Age, Language and Technology, Language and Occupation To what extent does the language we use reflect our age or generation? To what extent does the language we use reflect the technology we use? To what extent does the language we use reflect the occupation(s) we are connected to?</p>	<p>Meanings and Representations How do contexts shape the meanings and representations of texts? How do audience members respond to different texts? How do writers use language to shape representations of subject matter? How do text producers position themselves through the ways in which they use language?</p> <p>Language and the Individual – Language and Gender Does gender really define the language we use? To what extent does the language we use reflect our gender? What attitudes to Language and Gender can be observed in society? Have attitudes to Language and Gender changed over time?</p>	<p>Meanings and Representations How do contexts shape the meanings and representations of texts? How do audience members respond to different texts? How do writers use language to shape representations of subject matter? How do text producers position themselves through the ways in which they use language?</p> <p>Language and Identity – Ethnicity, Sexuality and Power To what extent does the language we use reflect our ethnicity? To what extent does the language we use reflect our sexuality? Does language usage transcend ethnicity? Does language usage transcend sexuality? Is language usage an indicator of power? What attitudes to Language and Ethnicity can be observed in society?</p>	<p>Revision How do we revisit taught content in a constructive manner? How do we develop our wider reading of CLA? How do we incorporate our wider reading into our studies?</p> <p>Regional Variations of English To what extent does the language we use reflect the region we live in and/or grew up in? To what extent are judgments of a person based on the language they use in different regions? What different attitudes to Regional Variations of English can be observed in society? Have attitudes to regional variations changed over time?</p>	<p>NEA: Language Investigation How does language shape meaning? How is language important in constructing identity? What does close analysis of linguistic features reveal about a writer and an audience? How does language relate to genre, audience and purpose? To what extent is language affected by contextual factors? What linguistic features could we analyse in depth to form the basis of our independent coursework?</p> <p>NEA: Original Writing and Commentary To what extent is language instrumental in the Power of Persuasion? To what extent is language instrumental in the Power of Information? To what extent is language instrumental in the Power of Storytelling?</p>

	<p>To what extent are judgments of a person based on the language they use in different social groups?</p> <p>Does our language use define our class?</p> <p>Have attitudes to language and class changed over time?</p>	<p>What different attitudes to Language and Age can be observed in society?</p> <p>What different attitudes to Language and Technology can be observed in society?</p> <p>What different attitudes to Language and Occupation can be observed in society?</p>		<p>Have attitudes to Language and Ethnicity changed over time?</p> <p>What attitudes to Language and Sexuality can be observed in society?</p> <p>Have attitudes to Language and Sexuality changed over time?</p>		
Assessment topics	<p>Child Language Acquisition – Stages of Language Development Evaluative and extended essay responding to a data set highlighting particular features at various stages in the acquisition of spoken language acquisition.</p> <p>Language and the Individual – Social Groups and Class Evaluative extended essay about Language and Social Groups and Class.</p>	<p>Child Language Acquisition – Writing Acquisition Evaluative and extended essay responding to a data set highlighting particular features at various stages in the acquisition of child literacy.</p> <p>Language and the Individual – Language and Age, Language and Technology, Language and Occupation Evaluative extended essay about Language and Age, Language and Technology, Language and Occupation.</p>	<p>Meanings and Representations Comparative essay on two texts on a shared subject matter.</p> <p>Language and the Individual – Language and Gender Evaluative extended essay about Language and Gender.</p>	<p>Meanings and Representations Comparative essay on two texts on a shared subject matter.</p> <p>Language and Identity – Ethnicity, Sexuality and Power Evaluative extended essay about Language and Ethnicity, Sexuality and Power.</p>	<p>Revision Extended evaluative essay on CLA.</p> <p>Regional Variations of English Evaluative extended essay about Regional Variations of English.</p>	<p>NEA: Language Investigation 2,000 word investigation into the use of linguistic features linked to representations of different individuals, social groups or nationalities / investigating the norms and variations in linguistic usages of different kinds.</p> <p>NEA: Original Writing and Commentary 750-word piece of Original Writing demonstrating the Power of Persuasion, or the Power of Information, or the Power of Storytelling. 750-word Commentary evaluating the Original Writing and how it was influenced by a style model.</p>
Cross curricular links/Character Education	How do our early experiences of language	How do our early experiences of language	How might gender impact or influence our	How does our ethnicity impact our communication skills?	How might regional variations of communication shape	How do we plan and structure an effective revision system?

	<p>shape our acquisition of spoken language? How do our social groups impact our communication skills? How might class impact or influence our modes of communication? Should social groups or class play a role in the ways in which we communicate?</p> <p>Links to A Level Business – marketing and language used to target and represent Links to A Level Media – advertising and language used to target and represent Links to A Level Sociology – socialisation, culture and identity, and social inequalities</p>	<p>shape our acquisition of written language? How do our early experiences of language shape our experience learning to read? How does our age impact our communication skills? How might our occupations impact or influence our modes of communication? How do we use technology to communicate? Should age or occupation play a role in the ways in which we communicate? What are the pros and cons of different technology forms as tools of communication?</p> <p>Links to A Level Business – marketing and language used to target and represent Links to A level Media – language in the media Links to A Level Media – advertising and language used to target and represent; radio language; online media Links to A Level Sociology – socialisation, culture and identity and social inequalities</p>	<p>modes of communication? Should gender or class play a role in the ways in which we communicate?</p> <p>Links to A Level Business – marketing and language used to target and represent Links to A Level Media – advertising and language used to target and represent Links to A Level Sociology – socialisation, culture and identity and social inequalities</p>	<p>How might our sexuality impact or influence our modes of communication? How is power established in communication? Links to A Level Business – marketing and language used to target and represent Links to A Level Geography – Urban environments Links to A Level Media – advertising and language used to target and represent Links to A Level Sociology – socialisation, culture and identity and social inequalities</p>	<p>our identity and ways in which we communicate? How do we revise effectively? How will the skills we have developed studying English help us progress in the next stage of our education?</p> <p>Links to A Level Media – advertising and language used to target and represent Links to A Level Sociology – socialisation, culture and identity and social inequalities</p>	<p>How do we manage our time and revise effectively? How do we manage our time and plan our work effectively to meet deadlines? How will the skills we have developed studying English help us progress in the next stage of our education? How will the skills we have developed in English be useful in a non-education environment? How does language in use shape our society? How can we identify patterns in language use?</p> <p>Links to A Level Media coursework – skills of organisation, structure, proofreading and editing.</p>
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