

**Curriculum Map: <<English Language>> Year 13**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Content</b> Declarative knowledge 'I Know'</p>	<p><b>NEA: Language Investigation</b> I know the conventions, structure and purpose of an investigation. I know relevant language concepts to include. I know appropriate reading material. I know methods of language analysis. I know key linguistic terminology. <b>Language Change</b> I know how Language has changed and evolved over time. I know key terminology associated with Language Change I know key theorists associated with Language Change. I know key methods used when examining Language Change.</p>	<p><b>Revision of Child Language Acquisition</b> I know how children acquire the skills to enable them to speak, read and write. I know nativist, behaviourist and social interactionists theories on the acquisition of language.  <b>Revision of Meanings and Representations</b> I know and can recall features of phonetics, phonology and prosodics. I know graphology and the visual aspects of textual design. I know and can comment on how lexis and semantics add meaning to a text. I know the social and historical variation of grammar. I know the structural patterns of English at sentence, clause, phrase and word level.  <b>Attitudes to Language Change</b> I know a range of attitudes to how language has changed and evolved over time.</p>	<p><b>Revision of Modes of Writing</b> I know the different styles of writing. I know the linguistic frameworks linked to different styles of writing.  <b>World Englishes</b> I know a range of examples of how English is used around the world. I know how English has adapted and evolved in different global contexts. I know key terminology associated with World Englishes. I know key theorists associated with World Englishes. I know key methods used when examining World Englishes.</p>	<p><b>Revision of Child Language Acquisition and Meanings and Representations</b> I know the process and all the various stages of children learning to speak. I know the process and stages of children acquiring literacy.  <b>Directed Writing</b> I know different genres of writing. I know the features and conventions of opinion writing. I know the stylistic techniques required for effective opinion writing.</p>	<p><b>Revision of Paper 1</b> I know how effective revision strategies. I know key theorists related to Language and Meaning and Language. I know relevant and precise linguistic terminology.  <b>Revision of Paper 2</b> I know effective revision strategies. I know key theorists related to Language Diversity and Change.</p>	

		<p>I know key terminology associated with Language Change.</p> <p>I know key theorists associated with Language Change.</p> <p>I know key methods used when examining Language Change.</p>			
<p><b>Skills</b></p> <p>Procedural Knowledge</p> <p>'I know how to'</p>	<p><b>NEA: Language Investigation</b></p> <p>know how to use data findings to make evaluative comments.</p> <p>I know how to apply linguistic methods and terminology in my writing.</p> <p>I know how to identify linguistic patterns in a text.</p> <p>I know how to draw valid conclusions on linguistic use from analysis of data.</p> <p>I know how to control my writing style and guide my reader through a cohesive text.</p> <p>I know how to present alternative/ additional points of view.</p> <p>I know how to edit and proofread my work, acting on feedback.</p> <p>I know how to progress my coursework and respond to feedback.</p>	<p><b>Revision of Child Language Acquisition and Meanings and Representations</b></p> <p>I know how to revise key CLA theorists.</p> <p>I know how to find data related to children's acquisition of spoken language and literacy.</p> <p>I know how to access exemplar material to help with the improvement of my own work.</p> <p>I know how to use a mark scheme and understand grade descriptors.</p> <p>I know how to use previous exam content to plan a revision strategy.</p> <p>I know how to plan and structure a CLA essay.</p> <p><b>Attitudes to Language Change</b></p> <p>I know how to plan a response to a question on Language Change.</p>	<p><b>Revision of Modes of Writing</b></p> <p>I know how to comment on and evaluate different modes of writing.</p> <p>I know how to recognise linguistic features in spoken and written modes of writing.</p> <p><b>World Englishes</b></p> <p>I know how to plan a response to a question on World Englishes.</p> <p>I know how to structure my writing to guide the reader through a line of argument.</p> <p>I know how to apply linguistic methods and terminology to my evaluation.</p> <p>I know how engage with patterns of language usage linked to World Englishes.</p> <p>I know how 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 how to evaluate use of language and</p>	<p><b>Revision of Child Language Acquisition and Meanings and Representations</b></p> <p>I know how to revise theorists I have previously studied.</p> <p>I know how to explore new research to assist my learning.</p> <p><b>Directed Writing</b></p> <p>I know how to write in a creative and convincing style.</p> <p>I know how to include appropriate linguistic features.</p> <p>I know how to structure my writing.</p>	<p><b>Revision of Paper 1 and Paper 2</b></p> <p>I know how to create effective revision material suited to my own needs.</p> <p>I know how to independently source texts for analysis of Meanings and Representations.</p> <p>I know how to access past papers and mark schemes to set myself targets.</p> <p>I know how to use grade descriptors to assess the quality of responses.</p> <p>I know how to use exemplar material to help me improve my own work.</p> <p>I know how to write about meanings and representations and present an overview.</p>

	<p>I know how to create improved drafts independently. I know how to show evidence of wider reading in my coursework. I know how to list references and create a bibliography for my coursework. I know how to finalise my coursework so that it is ready for submission.</p> <p><b>Language Change</b> I know how to plan a response to a question on Language Change. 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 engage with patterns of language usage linked to Language Change. I know how to comment on different views and interpretations of linguistic issues. I know how to challenge different views and interpretations of</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 engage with patterns of language usage linked to Language Change. 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>representations according to context I know how to explore analysis within wider social and cultural contexts. I know how to evaluate the importance/significance/effect of connections found across texts. I know how to demonstrate a synthesised, conceptualised and individual overview of issues. I know how to evaluate and challenge views, approaches and interpretations of linguistic issues. I know how to use form creatively and innovatively. I know how to use register creatively for context. I know how to write accurately.</p>		
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	linguistic issues and concepts.				
<b>Strategies</b> Conditional Knowledge 'I know when to'	<b>NEA: Language Investigation</b> I know when to apply linguistic methods and terminology with precision and detail. I know when to develop a line of argument. I know when to include data analysis in my investigation.  <b>Language Change</b> I know when to apply linguistic methods and terminology to my evaluation. I know when to engage with patterns of language use linked to Language Change. I know when to comment on different views and interpretations of linguistic issues. I know when to challenge different views and interpretations of linguistic issues and concepts.	<b>Revision of Child Language Acquisition and Meanings and Representations</b> I know when to apply linguistic methods and terminology to my evaluation. I know when to engage with patterns of language use linked to Language Change. I know when to comment on different views and interpretations of linguistic issues. I know when to challenge different views and interpretations of linguistic issues and concepts.	<b>Revision of Modes of Writing</b> I know when to shape my writing so that it is effective for genre, audience and purpose. I know how to employ a range of linguistic devices for effect.  <b>Revision of World Englishes</b> I know when to write accurately. I know when to evaluate ideas on global varieties of English. I know when to include relevant World Englishes theoretical ideas.	<b>Revision of Child Language Acquisition and Meanings and Representations</b> I know when to use the relevant skills appropriately. I know when to apply key terminology. I know when to develop my analysis so it becomes evaluative.  <b>Directed Writing</b> I know when to use theory, facts and opinion. I know when to employ rhetorical features. I know when to shape my writing for effect.	<b>Revision of Paper 1</b> I know when to embed theoretical evidence into my analytical writing. I know when to use linguistic terminology to support my analysis of data. I know how to make reference to relevant theory appropriately. I know when to analyse the linguistic methods a writer uses to foreground meaning. I know when to link my ideas to situational context. I know when to draw connections across texts.  <b>Revision of Paper 2</b> I know when to embed theoretical evidence into my analytical writing. I know how to make reference to relevant theory appropriately. I know when to use linguistic terminology to support my analysis of data. I know when to analyse the linguistic methods a writer uses to foreground meaning. I know when to link my ideas to situational context. I know when to draw connections across texts.
Key Questions	<b>NEA: Language Investigation</b>  How does language function in different situations?	<b>Revision of Child Language Acquisition and Meanings and Representations</b>  What factors affect the process of Child Language Acquisition?	<b>Revision of Modes of Writing</b> How is different writing shaped to suit a purpose?  <b>World Englishes</b> What are the different varieties of World Englishes?	<b>Revision of Child Language Acquisition and Meanings and Representations</b> How do we revise effectively? How do we summarise and conceptualise the ideas of key theorists?	<b>Revision of Paper 1 and Paper 2</b> How do we revise effectively? How do we summarise and conceptualise the ideas of key theorists? How do we make relevant links across Papers 1 and 2?

	<p>How is meaning shaped by a variety of linguistic features.</p> <p><b>Language Change</b> What is the history of Language Change? What causes language to change? What aspects of language change? How does language change over time?</p>	<p>What are the various stages of CLA? What does language shape meaning and create representation?</p> <p><b>Attitudes to Language Change</b> What are the various attitudes to Language change? How have attitudes to Language change developed over time?</p>	<p>What are the features of World Englishes? How and why do different World Englishes develop?</p>	<p><b>Directed Writing</b> How do we recognise discourses in texts and shape our own opinions into cohesive texts?</p>	
Assessment topics	<p><b>Child Language Acquisition – stages of language development</b> Evaluative essay about spoken language acquisition.</p> <p><b>Language Change</b> Evaluative extended essay about language change.</p>	<p><b>Child Language Acquisition – writing acquisition</b> Evaluative essay about literacy acquisition.</p> <p><b>Attitudes to Language Change</b> Evaluative extended essay about language change.</p>	<p><b>Revision of Modes of Writing</b> Exploring different styles and genres of writing and analysing conventions and linguistic features that contribute to meaning.</p> <p><b>World Englishes</b> Evaluative essay about different varieties of World Englishes.</p>	<p><b>Revision of Child Language Acquisition</b> Revision of key CLA theorists and CLA terminology. Practise Section B questions.</p> <p><b>Revision of Meanings and Representations</b> Revision of the language levels and the Assessment Objectives. Practise Section A questions.</p> <p><b>Revision of Directed Writing</b> Practise developing the writer’s voice and including literary techniques in opinion editorials.</p>	<p><b>Revision of Paper 1</b> Whole Paper 1 practice. Embedding of effective exam techniques.</p> <p><b>Revision of Paper 2</b> Whole Paper 1 practice. Embedding of effective exam techniques.</p>
Cross curricular links/Character Education	<p>What can we infer about humanity through the way in which language has changed over time? What clues to human relationships of the future might we glean</p>	<p>What can we infer about humanity through the way in which language has changed over time? What clues to human relationships of the future might we glean</p>	<p>How does our understanding of the global influences on English help prepare us to communicate with a wide range of people?</p> <p>Links to A Level Geography – Global systems and governance</p>	<p>How does our knowledge of the process by which children acquire language skills help us to understanding the learning process and assess our own skills?</p>	<p>How can we consolidate our learning across the two papers of the English Language A-Level?</p>

	<p>from the ways in which language changes?</p> <p>Links to A Level History – changes in Britain post-1930 Links to A Level Sociology – socialisation, culture and identity, globalisation</p>	<p>from the ways in which language changes?</p> <p>Links to A Level History – changes in Britain post-1930 Links to A Level Sociology – socialisation, culture and identity, globalisation</p>	<p>Links to A Level History – changes in Britain post-1930 Links to A Level Sociology – socialisation, culture and identity, social inequalities, and globalisation</p>	<p>Links to A Level Psychology and the value of cultural poverty and the impact of poverty of stimulus.</p>	
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