Curriculum Map: <<English Language>> Year 12

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

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

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

I know when to label features that have value for the task when annotating data linked to spoken language acquisition. I know when to apply linguistic methods and terminology consistently and appropriately in my evaluative response. I know when to comment on relevant features and include appropriate research. I know when to show detailed knowledge of linguistic ideas, concepts and research linked to CLA.

Language and the Individual – Social Groups and Class

I know when to apply linguistic methods and terminology to my evaluation.

I know when to engage with patterns of language usage linked to Social Groups and Class. I know when to comment on different views and interpretations of linguistic issues. I know how to challenge different views and interpretations of

linguistic issues and

concepts.

I know when to label features that have value for the task when annotating data related to literacy acquisition. I know when to apply linguistic methods and terminology consistently and appropriately in my evaluative response. I know when to comment on relevant features and include appropriate research. I know when to show detailed knowledge of linguistic ideas, concepts and research linked to literacy acquisition.

Language and the
Individual – Language
and Age, Language and
Technology, Language
and Occupation
I know when to apply

linguistic methods and terminology to my evaluation.
I know when to engage with patterns of language usage linked to Language and Age, Language and Technology, and Language and Occupation.
I know when to comment on different views and

interpretations of linguistic issues.

I know when to engage in the contexts surrounding texts. I know when to engage in the ways discourse is shaped in texts. I know when to compare one text to another.

Language and the Individual – Language and Gender

I know when to apply linguistic methods and terminology to my evaluation.

I know when to engage with patterns of language usage linked to Language and Gender. I know when to comment on different views and interpretations of linguistic issues. I know how to challenge different views and interpretations of linguistic issues and concepts.

I know when to engage in the contexts surrounding texts. I know when to engage in the ways discourse is shaped in texts. I know when to compare one text to another.

Language and Identity – Ethnicity, Sexuality and Power

I know when to apply linguistic methods and terminology to my evaluation.

I know when to engage with patterns of language usage linked to Language and Ethnicity, Language and Sexuality, and Language and Power.

I know when to comment on different views and interpretations of linguistic issues. I know how to challenge different views and interpretations of linguistic issues and concepts.

I know when to apply relevant theory to data sets.
I know when to highlight

the key issues and concepts connected to a child's acquisition of spoken language and literacy.

I know how to use past papers to aid my revision.

I know when to use different resources for different purposes.

Regional Variations of English

I know when to apply linguistic methods and terminology to my evaluation. I know when to engage with patterns of language usage linked to Regional Variations of English. I know when to comment on different views and interpretations of linguistic issues. I know how to challenge different views and interpretations of linguistic issues and concepts.

I know when to use theory that is appropriate to the focus of my investigation. I know when to apply linguistic methods and use appropriate terminology in my analysis. I know when to identify linguistic patterns.

NEA: Original Writing and Commentary

I know when to draw on features of a Style Model in my own writing.
I know when to use a range of language features, across the varying Language Levels, to shape meaning and effect in my writing.
I know when to proofread my writing to ensure efficacy.
I know how to review and evaluate my writing.

Key Questions Child Language Acquisition – Stages of Language Development What are the various stages to child language development? To what extent does the environment affect child 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 the social groups we are connected to? 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 to what extent does the language we use reflect to what extent does the language we use reflect to what extent does the language we use reflect the social groups was reflect the social groups was reflect to suggest and the language we use reflect the social groups was recommended to the coupstion (s) was reflect than the coupstion (s) was reflect the social groups was recommended to the language we use reflect the social groups was reflect the social groups was recommended to the coupstion (s) was reflect the social groups was reflect the social groups was recommended to the language we use reflect the social groups was reflect the social groups was reflect the social groups was reflect thanguage we use reflect the social groups was reflect the social groups was reflect thanguage we use reflect the social groups was reflect thanguage we use reflect the social groups was reflect thanguage we use reflect the social groups was reflect thanguage we use reflect the social groups was reflect thanguage we use reflect the social groups was reflect the social groups was reflect thanguage we use reflect the social groups was reflect thanguage we use reflect the social groups was reflect thanguage we use reflect the social groups was reflect thanguage we use reflect the social groups was reflect the social groups was reflect thanguage we use reflect the social groups was reflect thanguage we use reflect the social groups was reflect thanguage we use reflect thanguage we use reflect the s				
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	To what extent are judgments of a person based on the language they use in different social groups? Does our language use define our class? Have attitudes to language and class changed over time?	What different attitudes to Language and Age can be observed in society? What different attitudes to Language and Technology can be observed in society? What different attitudes to Language and Occupation can be observed in society?		Have attitudes to Language and Ethnicity changed over time? What attitudes to Language and Sexuality can be observed in society? Have attitudes to Language and Sexuality changed over time?		
Assessment topics	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. Language and the Individual – Social Groups and Class Evaluative extended essay about Language and Social Groups and Class.	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. 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.	Meanings and Representations Comparative essay on two texts on a shared subject matter. Language and the Individual – Language and Gender Evaluative extended essay about Language and Gender.	Meanings and Representations Comparative essay on two texts on a shared subject matter. Language and Identity – Ethnicity, Sexuality and Power Evaluative extended essay about Language and Ethnicity, Sexuality and Power.	Revision Extended evaluative essay on CLA. Regional Variations of English Evaluative extended essay about Regional Variations of English.	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. 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.
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?

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?

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

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?

shape our acquisition of

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

modes of communication? Should gender or class play a role in the ways in which we communicate?

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

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

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?

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

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?

Links to A Level Media coursework – skills of organisation, structure, proofreading and editing.