

Curriculum Map: <<English Language>> Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Declarative knowledge 'I Know'	NEA: Language Investigation 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. Language Change 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.	Revision of Child Language Acquisition 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. Revision of Meanings and Representations 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. Attitudes to Language Change I know a range of attitudes to how language has changed and evolved over time.	Revision of Modes of Writing I know the different styles of writing. I know the linguistic frameworks linked to different styles of writing. World Englishes 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.	Revision of Child Language Acquisition and Meanings and Representations I know the process and all the various stages of children learning to speak. I know the process and stages of children acquiring literacy. Directed Writing 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.	Revision of Paper 1 I know how effective revision strategies. I know key theorists related to Language and Meaning and Language. I know relevant and precise linguistic terminology. Revision of Paper 2 I know effective revision strategies. I know key theorists related to Language Diversity and Change.	

		<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>Skills</p> <p>Procedural Knowledge</p> <p>'I know how to'</p>	<p>NEA: Language Investigation</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>Revision of Child Language Acquisition and Meanings and Representations</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>Attitudes to Language Change</p> <p>I know how to plan a response to a question on Language Change.</p>	<p>Revision of Modes of Writing</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>World Englishes</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>Revision of Child Language Acquisition and Meanings and Representations</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>Directed Writing</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>Revision of Paper 1 and Paper 2</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.</p> <p>I know how to show evidence of wider reading in my coursework.</p> <p>I know how to list references and create a bibliography for my coursework.</p> <p>I know how to finalise my coursework so that it is ready for submission.</p> <p>Language Change</p> <p>I know how to plan a response to a question on Language Change.</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 Language Change.</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</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 Language Change.</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>representations according to context</p> <p>I know how to explore analysis within wider social and cultural contexts.</p> <p>I know how to evaluate the importance/significance/effect of connections found across texts.</p> <p>I know how to demonstrate a synthesised, conceptualised and individual overview of issues.</p> <p>I know how to evaluate and challenge views, approaches and interpretations of linguistic issues.</p> <p>I know how to use form creatively and innovatively.</p> <p>I know how to use register creatively for context.</p> <p>I know how to write accurately.</p>		
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	linguistic issues and concepts.				
Strategies Conditional Knowledge 'I know when to'	NEA: Language Investigation 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. Language Change 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.	Revision of Child Language Acquisition and Meanings and Representations 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.	Revision of Modes of Writing 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. Revision of World Englishes 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.	Revision of Child Language Acquisition and Meanings and Representations 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. Directed Writing 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.	Revision of Paper 1 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. Revision of Paper 2 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	NEA: Language Investigation How does language function in different situations?	Revision of Child Language Acquisition and Meanings and Representations What factors affect the process of Child Language Acquisition?	Revision of Modes of Writing How is different writing shaped to suit a purpose? World Englishes What are the different varieties of World Englishes?	Revision of Child Language Acquisition and Meanings and Representations How do we revise effectively? How do we summarise and conceptualise the ideas of key theorists?	Revision of Paper 1 and Paper 2 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>Language Change 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>Attitudes to Language Change 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>Directed Writing How do we recognise discourses in texts and shape our own opinions into cohesive texts?</p>	
Assessment topics	<p>Child Language Acquisition – stages of language development Evaluative essay about spoken language acquisition.</p> <p>Language Change Evaluative extended essay about language change.</p>	<p>Child Language Acquisition – writing acquisition Evaluative essay about literacy acquisition.</p> <p>Attitudes to Language Change Evaluative extended essay about language change.</p>	<p>Revision of Modes of Writing Exploring different styles and genres of writing and analysing conventions and linguistic features that contribute to meaning.</p> <p>World Englishes Evaluative essay about different varieties of World Englishes.</p>	<p>Revision of Child Language Acquisition Revision of key CLA theorists and CLA terminology. Practise Section B questions.</p> <p>Revision of Meanings and Representations Revision of the language levels and the Assessment Objectives. Practise Section A questions.</p> <p>Revision of Directed Writing Practise developing the writer's voice and including literary techniques in opinion editorials.</p>	<p>Revision of Paper 1 Whole Paper 1 practice. Embedding of effective exam techniques.</p> <p>Revision of Paper 2 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</p> <p>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</p> <p>Links to A Level Sociology – socialisation, culture and identity, globalisation</p>	<p>Links to A Level History – changes in Britain post-1930</p> <p>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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