

## Curriculum Map

Subject: English Language

Year: 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b>	<b>Topic 1:</b> CLA Phonology, Lexis and Semantics, Grammar  <b>Topic 2:</b> Language Varieties Revision	<b>Topic 1:</b> CLA: Pragmatics, CDS, Macro Theory, Literacy  <b>Topic 2:</b> Language Change / World English	<b>NEA: investigation</b>	<b>Exam Skills</b>	<b>Exam Skills</b>	
<b>Knowledge</b>	<b>Topic 1:</b> <b>CLA: Phonology</b> Pre Verbal Stage, Ages of phoneme Mastery, Phonetic Substitution, Fis phenomenon <b>CLA: Lexis/Semantics</b> Vocabulary Growth, Labelling, Packaging, Network Building <b>CLA: Morphology</b> Roger Brown (Inflections/MLU), Virtuous Errors, Alan Cruttenden, Wug Test <b>CLA: Syntax</b> One Word, Two Word, Telegraphic, Post-Telegraphic  <b>Topic 2:</b> <b>Gender, Region, Occupation, Social groups</b>	<b>Topic 1:</b> CLA: Pragmatics Michael Halliday, Children / Play CLA: Discourse Child Directed Speech Macro Theories Nativism, Social interactionism, Cognitivism, Behaviourism CLA: Literacy Writing Analysis, National Curriculum, Phonics, Spelling Rothery, Perera, Britton, Kroll  <b>Topic 2:</b> Language Change Lexical change process Semantic change process Orthographical change process Grammatical change process Attitudes to language change - prescriptivism and descriptivism  World English Global spread of English World Englishes English in the future	Students create their NEA investigation, including <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Methodology</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Bibliography</li> <li>• Appendices</li> </ul>	Topic 1  Focus on paper One Q4@5  CLA Debates. <ul style="list-style-type: none"> <li>• Argument / Counter-argument</li> <li>• Wider Knowledge</li> <li>• Data Analysis</li> </ul> <b>Topic 2:</b> Focus on Paper one Q4 & 4 <ul style="list-style-type: none"> <li>• Q3: Essay structure (PAST)</li> <li>• Q4: Opinion Pieces</li> </ul>	<b>Topic 1:</b> Focus on paper One Q1, 2 & 3 Language Analysis. GRAMPS ( <i>Genre, Register, Audience, Mode, Purpose, Structure</i> ) Using ICE structure <ul style="list-style-type: none"> <li>• Interpret</li> <li>• Context</li> <li>• Evidence</li> </ul> <b>Topic 2:</b> Focus on Paper one Q1 & 2 <ul style="list-style-type: none"> <li>• Essay structure</li> <li>• Incorporating key terminology</li> <li>• Incorporating key theories and theorists</li> </ul>	

Skills			Language Investigation	Exam Skills	Exam Skills	Exam Skills
Key Questions	Topic 1: Topic 2:	Topic 1: Topic 2:	Topic 1: Topic 2:		Topic 1: Topic 2: .	
Assessment	Topic 1: Phonological Development end of topic assessment. Lexical / Semantic Development end of topic assessment. Grammatical Development end of topic assessment.  Topic 2:	Topic 1:..  Topic 2:	Completion and moderation of NEA Investigation.	Practice papers	Final Exam	UCAS Exams
Literacy/numeracy/SMSC/Character	The study of English Language equips students with the tools to engage with communication as its foundation - the composite parts of language. Students will gain an awareness and appreciation of how multiple factors affect and alter language, as well as the meanings created. For example, how language differs by region, gender or social groups. Students also have the opportunity to explore a facet of language that interests them personally - allowing for a myriad of insightful, niche or thought-provoking case studies.					
Enrichment opportunities and futures	<p>Wider reading</p> <p><b>Employability Skills:</b>  Formality of writing  Literary analysis  Time management  Presentation skills  Critical thinking  Cultural capital  Reading for meaning  Debate  Self-management  Fluent/ Articulate communication skills</p> <p><b>Career prospects:</b>  Education  Human Resources  Public Relations  Business  Writer/ Novelist  Journalist  Communications  Branding  Design  Civil Service  Archivist  Copyright Manager  Social Media Content manager  Librarian  Newspaper/ Print Journalism</p>					

	Acting/ Theatre
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