

Curriculum Map

Subject: English Language

Year: 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Topic 1: Phonology Topic 2: Gender	Topic 1: Lexis, Semantics & Grammar Topic 2: Gender	Topic 1: Pragmatics, Discourse and Graphology Topic 2: Region	NEA: Original Writing Topic 2: Occupation / Social Groups	Exam Skills Topic 2: Catch up	Exam Skills
Knowledge	Topic 1: Grapheme / phoneme Correspondence, IPA, Articulation , Accent, Prosody , Communication Accommodation Theory Topic 2: Deficit model, Dominance model, Difference model, Dynamic model	Topic 1: Denotative / Connotative Meanings, Figurative Language, Structural Semantics, Neology, 'Lects, Semantic Change, Word Classes, Morphology, Noun Phrases, Clauses, Sentence (Voice, Aspect, Mood, Type, organisation) Topic 2: Deficit model, Dominance model, Difference model, Dynamic model	Topic 1: Face Theory, Grice's Maxims, Rhetoric, Spoken Discourse Features, Typography, Design, Multimodal. Topic 2: The Accent Bar, Classification of Accents, Accent v Dialect, Consonant sounds and accents, Vowel sounds and accents, Regional Lexis,. Regional grammar, National dialects and dialect levelling, Multicultural London English (MLE)	Introduce the original Writing NEA element (10% of final grade) Students create their NEA original writing, including <ul style="list-style-type: none"> ● Background Research ● Style Model Annotation ● Original Writing Piece ● Commentary Topic 2: Grammar - sentence mood, Pragmatics - social aspects, Politeness theory, Phonology - sound system, Discourse/pragmatics, Institutional interaction, Coding, Acronyms, Jargon, Language and Power,	Topic 1: Focus on paper One Q1 & 2 Language Analysis. GRAMPS (<i>Genre, Register, Audience, Mode, Purpose, Structure</i>) Using ICE structure <ul style="list-style-type: none"> ● Interpret ● Context ● Evidence Topic 2: Focus on Paper one Q1 & 2 <ul style="list-style-type: none"> ● Essay structure ● Incorporating key terminology ● Incorporating key theories and theorists 	Focus on Paper One Q3 / Paper Two Q3&4 Using the PAST structure <ul style="list-style-type: none"> ● Positioning ● Authority ● Structure ● Tone

				Accommodation Theory, Occupational Discourse, Plain English campaign Social Network Theory, Language and Social Groups - Age, Language and Social Groups - Social Class, Language and Social Groups - Communities		
Skills	Topic 1: Using the IPA. Topic 2: Sociolinguistic Debates	Topic 1: Deconstructing Texts Topic 2: Evaluating Attitudes.	Topic 1: Understanding effect and craft Topic 2: Language Variations	Craft of the writer. Topic 2: Language Variations	Exam Skills	Exam Skills
Key Questions	Topic 1: How can we apply a critical vocabulary to sound production? Topic 2: Is language sexist	Topic 1: How can we apply a critical vocabulary to written text analysis Topic 2: Can we say with any certainty that gender affects speech	Topic 1: How does context affect text meaning and reception? Topic 2: What accounts for accents and the attitudes towards them?	How to create and evaluate ambitious original writing for challenging audiences Topic 2: How does social context / situations affect vernaculars	Topic 1: How is language used to create meanings and representation Topic 2: Evaluate the statement ...: key debates in sociolinguistics.	
Assessment	Topic 1: Phonology end of topic assessment. Topic 2: Gender discussions	Topic 1: Lexis, Semantics, Grammar end of topic assessments. Topic 2: Gender end of topic assessment	Topic 1: Pragmatics, Discourse, Graphology end of topic assessment. Topic 2: Region end of topic assessment	Completion and moderation of original writing NEA. Topic 2: Occupation, Social Groups end of topic assessment	Practice Papers	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	Wider reading Employability Skills: Formality of writing Literary analysis Time management Presentation skills Critical thinking Cultural capital Reading for meaning Debate Self-management Fluent/ Articulate communication skills					

Career prospects:

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

Acting/ Theatre