

Curriculum Map

Subject: English Language

Year: 13

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

Skills	Topic 1: Knowledge, Understanding and Application of theory related to how children acquire language	Topic 1 Knowledge, Understanding and Application of theory related to how children acquire language	Language Investigation: Research, Analytical and writing skills	Exam Skills	Exam Skills	Exam Skills
Key Questions	Topic 1: How can we explain the process of language learning in children Topic 2:	Topic 1: How can we explain the process of language learning in children Topic 2:	NEA: Students will form their own individual question to research, gather data for and to answer as part of a 2000 word report.	Exam Questions	Exam Questions	
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: Pragmatic Development end of Topic Development CDS End of topic assessment Literacy Development end of topic assessment Topic 2:	Completion and moderation of NEA Investigation.	Practice papers	Final Exam	
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>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</p> <p>Career prospects: Education Human Resources Public Relations Business Writer/ Novelist Journalist Communications</p>					

	Branding Design Civil Service Archivist Copyright Manager Social Media Content manager Librarian Newspaper/ Print Journalism Acting/ Theatre
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