

Curriculum Plan

Department/subject: English

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year 12 Summer	Teacher 1 – NEA Language Investigation + Child Language Acquisition	Teacher 2 – NEA: Original Writing + Comparison of opinion texts and opinion writing
Knowledge to be taught	<p>Methods of language analysis : language levels (frameworks)</p> <p>How to write an academic, evaluative essay</p> <p>How to apply mark scheme to selected exam questions</p> <p>How to develop a research question</p> <p>How to research, apply methodology, evaluate data and draw conclusions</p> <p>Child Language Acquisition: reading, writing, spoken</p>	<p>Methods of language analysis : language levels (frameworks)</p> <p>How to write an academic, evaluative essay</p> <p>How to apply mark scheme to selected exam questions</p> <p>How to use style models to develop original writing.</p> <p>How to compare texts effectively, using theory and linguistic terminology</p> <p>How to write an opinion text based on extensive linguistic theory knowledge</p>
Key words	Key word glossaries are provided. Each topic comes with many new lexical terms and theories which are categorised for students.	
Links to prior knowledge	<p>KS4 English Language Paper 1 and Paper 2 and KS4 English Literature</p> <p>Creative and opinion writing across all Key Stages</p> <p>KS4 PSHE, RE, Media, Sociology Curricula</p> <p>For NEA prior knowledge will depend on students’ NEA choices</p>	
How knowledge is assessed	<p>Low stakes assessment during lessons including quizzes and short responses to evaluative and comparative tasks</p> <p>Regular essay practice based on specimen materials with models and opportunities for improvement</p> <p>SIMS Assessments – Past practice papers including mock examinations on selected parts of the specification</p> <p>NEA – regular tutorials, draft submissions and general discussions (no concrete feedback can be given for NEA)</p>	
How gaps will be addressed	<p>Low stakes assessments help identify students’ gaps which are addressed via homework, Seneca Learning and individual intervention.</p> <p>Each marking point is followed by an opportunity to respond to feedback and improve performance.</p> <p>Reading lists are provided for students whose wider knowledge of society linked to linguistic study has gaps.</p> <p>Individual intervention</p> <p>NEA – teachers ask questions and highlight markings schemes to help students progress in their independent work</p>	
Cultural capital lessons	Child Language Acquisition allows students to evaluate approaches not only towards language, but childhood as a whole. The opinion articles taught by Teacher 2 deal with topical issues based on linguistics. Students develop in-depth knowledge of topic and issues they choose to follow for their NEA.	