

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 Autumn	Teacher 1 – Language Levels and Language Change	Teacher 2 – Language Levels and Meanings and Representations
Knowledge to be taught	Introduction to language levels: lexis, semantics, grammar, phonology, graphology, pragmatics and discourse; and knowledge on how to apply them to linguistic analysis. Spoken language conventions Language change: diachronic and synchronic, timeline, attitude, language levels’ changes, World Englishes, theories, prescriptivism vs descriptivism etc. How to write an academic, evaluative essay.	Introduction to language levels: lexis, semantics, grammar, phonology, graphology, pragmatics and discourse; and knowledge on how to apply them to linguistic analysis. Spoken language conventions Meanings and Representations: spoken, written and multimodal texts; comparison of discourses, computer-mediated communication etc. How to write an academic, evaluative essay.
Key words	Key word glossaries are provided. Each topic comes with many new lexical terms and theories which are broken down for students.	Key word glossaries are provided. Each topic comes with many new lexical terms and theories which are broken down for students.
Links to prior knowledge	KS4 English Language Paper 1 and Paper 2 KS4 history and geography of the UK and The British Empire, colonialization KS4 PSHE, RE, Media, Sociology Curricula	KS4 English Language Paper 1 and Paper 2 KS4 English Literature KS4 history and geography of Britain, colonialization KS4 PSHE, RE, Media, Sociology Curricula
How knowledge is assessed	Low stakes assessment during lessons including quizzes and short responses to evaluative and comparative tasks Regular essay practice based on specimen materials with models and opportunities for improvement SIMS Assessments – Past practice papers including mock examinations on selected parts of the specification	
How gaps will be addressed	Low stakes assessments help identify students’ gaps which are addressed via homework, Seneca Learning and individual intervention. Each marking point is followed by an opportunity to respond to feedback and improve performance. Reading lists are provided for students whose wider knowledge of society linked to linguistic study has gaps. Individual intervention	
Cultural capital lessons	History of the British Empire, geographical knowledge, attitudes towards political correctness and how different social groups use language, especially young people; opinion articles on subjects related to language use, World Englishes, opening students’ minds to the value of diversity	Representation of social groups in texts from variety of sources; attitudes towards current issues explored via linguistic analysis, right and left wing media, representation of the world in literary media, new media use in linguistic enquiry s