

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 13 Autumn	These units follow from Y12 due to the lengthy NEA process and substantial exam units.	
Knowledge to be taught	Teacher 1 – NEA Language Investigation + Child Language Acquisition Methods of language analysis : language levels (frameworks) How to write an academic, evaluative essay How to apply mark scheme to selected exam questions How to develop a research question How to research, apply methodology, evaluate data and draw conclusions Child Language Acquisition: reading, writing, spoken	Teacher 2 – NEA: Original Writing + Comparison of opinion texts and opinion writing Methods of language analysis : language levels (frameworks) How to write an academic, evaluative essay How to apply mark scheme to selected exam questions How to use style models to develop original writing. How to compare texts effectively, using theory and linguistic terminology How to write an opinion text based on extensive linguistic theory knowledge
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	KS4 English Language Paper 1 and Paper 2 and KS4 English Literature Creative and opinion writing across all Key Stages KS4 PSHE, RE, Media, Sociology Curricula For NEA prior knowledge will depend on students’ NEA choices	
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 NEA – regular tutorials, draft submissions and general discussions (no concrete feedback can be given for NEA)	
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 NEA – teachers ask questions and highlight markings schemes to help students progress in their independent work	
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.	