

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 Spring	Teacher 1 – Diversity: ethnicity, sexuality, occupation, gender Methods of language analysis : language levels (frameworks) How to write an academic, evaluative essay How to apply mark scheme to selected exam questions Ethnicity: ethnolect, multiethnolect, World Englishes, code-switching, convergence/divergence, racism, intersectionality, Multicultural London English, Estuary English, accommodation theory Sexuality – lavender linguistics, Polari, intersectionality, LGBTQ, marked terms, Occupation – jargon, accommodation, power, politeness and face, Ability – medical model, stereotypes, person-first language, Gender – dominance, difference, diversity, determinism and dynamic models; performativity, feminist linguistics	Teacher 2 – Diversity: power, age, accent and dialect, technology, class Methods of language analysis : language levels (frameworks) How to write an academic, evaluative essay How to apply mark scheme to selected exam questions Power: face, politeness, Critical Discourse Analysis Age: language change, youth speak, Accent and Dialect: regional variation, convergence and divergence, accommodation theory, idiolect and sociolect, dialect levelling Technology: computer-mediated communication, language change, Class: convergence, divergence, accommodation, power
Knowledge to be taught		
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 KS4 history and geography of the UK and The British Empire, 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	The topics studied in the diversity modules are heavily based on sociolinguistics. Students explore many current issues related to society, culture, politics, media and many more. These include: gender, sexuality, ability, occupation, ethnicity, nationality, regionalism, technological revolution, power relations and many more. Cultural capital is enriched by studying a variety of theories, based on fiction and non-fiction texts, underpinned by students’ curiosity about the world around them.	