



(ENGLISH) Curriculum Map

Year	Term	Content	Knowledge	Skills	Progress Checks
13 Lang	1	Revisiting of Language Investigation coursework Paper 2 Section B revision Paper 2 Section A revision	<p>Revisiting linguistic concepts regarding representation and discourse.</p> <p>Revisiting of relevant language theories and contextual factors..</p> <p>Revising lexical classes and syntactical terminology; also persuasive techniques.</p> <p>Debate forums used to ensure evaluative and perceptive inferences are made and justified wholly. Topics based on Language and Discourse concepts as well as relevant contextual interpretations based on societal representations in media and language.</p>	<p>Writing:</p> <p>Fluent and cohesive prose on linguistic debates</p> <p>Creative and conceptualised perspective and evaluative understanding, showing awareness of social, cultural and historical contextual factors</p> <p>Use of linguistic techniques to engage and direct an audience's perspective; explanatory, analytical writing; use of references to support points of view; inference, using above to support; collaborative work;</p> <p>Coursework:</p> <p>Analysis of collected data; synthesising of analysis and hypothesis previously created</p> <p>Synthesis of all A Level Language knowledge (lexical analysis, comparative and evaluative analysis, relevant theories, holistic links, contextual factors)</p> <p>Reading: reading for explicit and inferred meaning; retrieval of important information;</p> <p>collaborative work</p>	<p>Full Paper 2 Mock</p> <p>Regular formative mini-progress checks based on individual questions, and entire Sections of Paper 2.</p> <p>Regular checks with Language Investigation coursework.</p>

Spaced Learning RAG

Red = Introduction of new Knowledge or skill

Amber = Revisit

Green = Reinforce



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				Oracy: Justifying/arguing a POV; collaborative work	
2	Revisiting of Paper 1 both Section A and B concepts regarding CLA, and Meanings and Representations. Completion of Language Investigation coursework.	<p>Relevant theories, brushing up and adding onto GCSE lexical knowledge.</p> <p>Holistic understanding of the English Language's place in the world including influence; history; criticisms, development, attitudes</p> <p>Debate forums used to ensure evaluative and perceptive inferences are made and justified wholly. Topics based on Language and Discourse concepts as well as relevant contextual interpretations based on societal representations in media and language.</p>	<p>Coursework:</p> <p>Synthesis of all A Level Language knowledge (lexical analysis, comparative and evaluative analysis, relevant theories, holistic links, contextual factors) showing awareness of social, cultural and historical contextual factors</p> <p>Reading: reading for explicit and inferred meaning; retrieval of important information; collaborative work.</p> <p>Oracy: Justifying/arguing a POV; collaborative work</p>	Submission of Language Investigation coursework. Regular formative progress-checks of individual questions in Paper 1 style, both Section A and B. Use of Paper 1 Mock to guide future progress-checks.	
3	Revision of all topics based on prior progress-checks.	<p>Range of revision techniques used for perceptive holistic analysis of relevant texts using relevant theories and contextual information.</p> <p>Debate forums used to ensure evaluative and perceptive inferences are made and justified wholly. Topics based on Language and Discourse concepts as well as relevant contextual interpretations based on societal representations in media and language.</p>	<p>Reading: reading for explicit and inferred meaning; retrieval of important information; collaborative work.</p> <p>Synthesis of all A Level Language knowledge (lexical analysis, comparative and evaluative analysis, relevant theories, holistic links, contextual factors)</p> <p>Writing:</p> <p>Fluent and cohesive prose on linguistic debates</p> <p>Creative and conceptualised perspective and evaluative</p>	Regular formative progress-checks and full Mock papers; Paper 1s and Paper 2s	

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				<p>understanding, showing awareness of social, cultural and historical contextual factors</p> <p>Use of linguistic techniques to engage and direct an audience's perspective; explanatory, analytical writing; use of references to support points of view; inference, using above to support; collaborative work</p> <p>Oracy: Justifying/arguing a POV; collaborative work</p>	
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