



(ENGLISH) Curriculum Map

Year	Term	Content	Knowledge	Skills	Progress Checks
12 Lang	1	<ul style="list-style-type: none"> Child Language Acquisition (CLA) – Paper 1, Section B 	<p>Relevant theories, brushing up and adding onto GCSE lexical knowledge</p>	<p>Writing: explanatory, analytical writing; use of references to support points of view; inference, using above to support; collaborative work; Reading: reading for explicit and inferred meaning; retrieval of important information; collaborative work Oracy: Justifying/arguing a POV; collaborative work</p>	<p>Questions based upon texts analysed in class.</p>
		<ul style="list-style-type: none"> Introduction of Original Writing coursework – c.2 weeks Language Diversity and Change – Paper 2, Section A 	<ul style="list-style-type: none"> The criteria for this part of the coursework; the conventions of the three different styles of writing; Relevant language change theories and historical context of change 	<p>Coursework: Writing: explanatory, analytical, creative writing; use of references from a chosen text to support points of view; Reading: reading for explicit and inferred meaning; retrieval of important information Oracy: Justifying/arguing/explaining a POV</p>	<p>Coursework proposal for Original Writing</p>

Spaced Learning RAG

Red = Introduction of new Knowledge or skill

Amber = Revisit

Green = Reinforce



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	2	<ul style="list-style-type: none"> Continued Language Diversity and Change – Paper 2, Section A Language and Gender/Power/Technology (Language discourses) – Paper 2, Section A 	<ul style="list-style-type: none"> Relevant language change theories and historical context of change Relevant language change theories and historical context of change 	<p>Writing: explanatory, analytical writing; use of references to support points of view; inference, using above to support; collaborative work;</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>	
		<ul style="list-style-type: none"> Introduction of Language Investigation coursework Continued Language and Gender/Power/Technology (Language discourses) – Paper 2, Section A Language Meanings and Representations – Paper 1, Section A 	<p>Holistic understanding of the English Language’s place in the world including influence; history; criticisms, development, attitudes</p>	<p>Coursework: Synthesis of all A Level Language knowledge (lexical analysis, comparative and evaluative analysis, relevant theories, holistic links, contextual factors)</p> <p>Writing: explanatory, analytical writing; use of references to support points of view; inference, using above to support; collaborative work;</p>	

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				<p>Reading: reading for explicit and inferred meaning; retrieval of important information; collaborative work</p> <p>Oracy: Justifying/arguing a POV; collaborative work</p>	
	3	<ul style="list-style-type: none"> Continued Language Meanings and Representations – Paper 1, Section A 		<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; collaborative work</p> <p>Oracy: Justifying/arguing a POV; collaborative work</p>	MOCK exam – full Paper 1
		<ul style="list-style-type: none"> Non-fiction writing – Paper 2, Section B Revision of CLA and Meaning and Representations for MOCK Coursework completion 		<p>Writing: Fluent and cohesive prose on linguistic debates Creative and conceptualised</p>	

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				<p>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</p>	
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