English Curriculum Map
for **Year 12/13**

Year 12 Term 1		Year 12 Term 2		Year 12 Term 3	
Term 1.1	**Term 1.2**	**Term 2.1**	**Term 2.2**	**Term 3.1**	**Term 3.2**
Methods of Language Analysis Students will develop their analytical and interpretative approaches from GCSE to A-Level through textual analysis of a variety of texts representing different social issues from: gender, sexuality, religion, disability etc. to explore how meanings are created. **Big Question**: **How are representations constructed in different text types?**	**Language Variation** Students will explore how language varies depending on a number of factors including: occupation, gender, ethnicity, region, social class etc. and continue to develop their analytical and interpretative approaches to language analysis through the exploration of how language crafts identity. **Big Question**: **Why does language vary?**	**Attitudes to Language Variation** Students will build on their knowledge of the previous unit to develop an understanding of sociolinguistics to look at attitudes to variation and diversity by considering a range of attitude models: complaint tradition, prescriptivism and descriptivism and language issues. **Big Question**: **What are attitudes towards language variation and diversity?**	**Child Language Acquisition** Students will develop an understanding of how language is developed from birth by focusing on the main stages of spoken, reading and writing language development. **Big Question:** **How do children acquire language?**	**Language Change** Students will explore how the English language has changed and developed from its Germanic roots in the 5th century to today, as well as consider how the English language continues to develop with the advent of technology. **Big Question:** **How does language change?**	**NEA Investigation** Students will begin to work on the second aspect of their Non-Examined Assessment in which they will be tasked to research, investigate and write about an aspect of language.
		NEA Original Writing Students will begin to work on the first aspect of their Non-Examined Assessment in which they will be tasked to write a piece of original writing and commentary on one of the following modes: persuasion, information or storytelling.			**NEA Original Writing** Students will continue work on NEA component, drafting and redrafting.

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<table>
<tr><th colspan="2">Year 13 Term 1</th><th colspan="2">Year 13 Term 2</th><th colspan="2">Year 13 Term 3</th></tr>
<tr><th>Term 1.1</th><th>Term 1.2</th><th>Term 2.1</th><th>Term 2.2</th><th>Term 3.1</th><th>Term 3.2</th></tr>
<tr><td><u>Language Change</u>

Students will revisit the key skills from Year One and expand to include case studies and other reasons for language change.

<u>Big Question</u>:
What are the reasons for language change?</td><td><u>Language and Representation</u>

Students will develop their earlier work on textual analysis to explore ideas around representation as a concept.

<u>Big Question</u>:
How do writers represent their ideas through language?</td><td rowspan="2"><u>Bespoke Teaching</u>

Lessons will be tailored to individual student needs to revisit key skills and components.</td><td rowspan="2"><u>Bespoke Teaching</u>

Lessons will be tailored to individual student needs to revisit key skills and components.</td><td>Revision for Paper 1 and Paper 2</td><td rowspan="2">Revision for Paper 1 and Paper 2</td></tr>
<tr><td><u>NEA Investigation / Original Writing</u>

Students will continue work on their two NEA components, drafting and redrafting.</td><td><u>Language Discourses and Directed Writing</u>

Students will develop their self-directed writing skills in order to be able to clearly and effectively express an opinion on a number of social issues related to: gender, sexuality, class, religion, disability, etc.</td><td>Submission of NEA Investigation and NEA Original Writing</td></tr>
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