

COLAI Curriculum Map

Subject: English

Year group: Year 11





	TERM 1		TERM 2		TERM 3	Assessment Opportunities
Unit title & description	English Language Paper 2	An Inspector Calls revision / Unseen poetry revision / Language Paper 1 revision	Macbeth revision / A Christmas Carol revision / Language Paper 2 revision	Power and conflict poetry revision / Language Paper 1 & 2 revision	Exams	
Sequencing: Knowledge and skills 	<ul style="list-style-type: none"> Subject specific vocabulary. Comprehension skills Inference skills Analytical skills working from grades 1-9 (personal response, identification of evidence, understanding writer's intent, word level analysis, alternative interpretation, audience response. Evaluation skills Comparison skills Essay writing skills to meet GCSE criteria – TEAKE and PEA-E, Pew-Pew Transactional writing 	<ul style="list-style-type: none"> Content of 15 named poems based on power and conflict. Contextual background named poems Poetry specific vocabulary for each named poem Poetic devices Analytical skills working from grades 1-9 (personal response, identification of evidence, understanding writer's intent, word level analysis, contextual linking, alternative interpretation, audience response.) Essay writing skills (including structure) 	<ul style="list-style-type: none"> 15 named poems + set of 'super poems' The content, characters, themes, devices and contexts of all poems Which poems compare well with others Analysing language Selecting evidence / quotes Interpreting the writers intent Applying context Offering alternative interpretations Recognising literary devices 	<ul style="list-style-type: none"> Quote selection Analysing language and structure How to evaluate Reading unseen texts Comparing texts All English Lit units covered in previous units therefore the curriculum map for all of those units applies Selecting quotes Analysing language and structure Evaluation Comparing texts Creative writing Transactional writing 		AP1 Language Paper 2 Weakest Lit section from Year 10 AP2 Language Paper 1 Literature Paper 2 AP3 Language Paper 2 Literature Paper 1 Spoken Language NEA pre-Christmas
Literacy and Reading 	<ul style="list-style-type: none"> Writing to analyse Writing to evaluate Comparison different types of creative / transactional writing 	<ul style="list-style-type: none"> Core skills: reading and writing SPAG Subject specific vocabulary Writing critically Writing creatively 	<ul style="list-style-type: none"> Extended writing skills Structured paragraph analysis Close reading and interpretations Comparison of poems 	<ul style="list-style-type: none"> Writing to analyse Writing to evaluate Comparison different types of creative / transactional writing 	<ul style="list-style-type: none"> 	
Numeracy 	<ul style="list-style-type: none"> Venn Diagrams Frequency patterns. Comparison skills 	<ul style="list-style-type: none"> Venn Diagrams Frequency patterns. Comparison skills 	<ul style="list-style-type: none"> Venn Diagrams Frequency patterns. Comparison skills 	<ul style="list-style-type: none"> Matching poems / techniques Patterns of language 	<ul style="list-style-type: none"> 	







Differentiation for MA and LA	<ul style="list-style-type: none"> Differentiated scaffolds Differentiated vocabulary Differentiated resources and texts where required and allowed 	<ul style="list-style-type: none"> Differentiated scaffolds Differentiated vocabulary Differentiated resources and texts where required and allowed Dual coding including multi-media texts 	<ul style="list-style-type: none"> Differentiated scaffolds Differentiated vocabulary Differentiated resources and texts where required and allowed Dual coding including multi-media texts 	<ul style="list-style-type: none"> Differentiated scaffolds Differentiated vocabulary Differentiated resources and texts where required and allowed Dual coding including multi-media texts 	<ul style="list-style-type: none"> 	
Enrichment and Cultural Learning	<ul style="list-style-type: none"> Debate skills Creative writing club Reading/ writing clubs based in library. 	<ul style="list-style-type: none"> Learning about the Edwardian and Post-War context Socialism vs Capitalism Sexism, class prejudice debates 	<ul style="list-style-type: none"> Learning about the Jacobean and Medieval context of Mabeth Political instability from Elizabeth to James 	<ul style="list-style-type: none"> Learning about the contexts of Anthology poetry I.e. Crimean war, 19th Century sexism, The Troubles 	<ul style="list-style-type: none"> 	
British values and SMSC	<ul style="list-style-type: none"> Non-fiction texts allow for opinion articles and responses 	<ul style="list-style-type: none"> Rule of law – learning about totalitarian states Democracy – dissenting voices Mutual respect – forming opinions on texts 	<ul style="list-style-type: none"> Emphasis on personal opinion and the right to express your views Tolerance around debates in transactional writing 	<ul style="list-style-type: none"> Many poems from the point of view of British combatants Poems critiquing British involvement in conflicts around the world Viewpoints from other cultures and perspectives 	<ul style="list-style-type: none"> 	
Personal Development	<ul style="list-style-type: none"> Independence – texts all focus on independent voices Resilience of pupils given the stamina and training required to complete the exam 	<ul style="list-style-type: none"> Independence – texts all focus on independent voices Building resilience through extended writing Building confidence, both verbally and in independent creative writing 	<ul style="list-style-type: none"> Examinations of the narrator's role and perspectives Students encouraged to debate the role of the narrator and challenge viewpoints 	<ul style="list-style-type: none"> Resilience of pupils given the stamina and training required to complete the exam 	<ul style="list-style-type: none"> 	
Careers	<ul style="list-style-type: none"> Non-fiction texts allow for discussion of careers plus that of journalist or writer 	<ul style="list-style-type: none"> Politics features in all texts Sociology – critique of societies Psychology – analysis of states of mind 	<ul style="list-style-type: none"> Creative writing / Transactional can be linked to all relevant career areas 	<ul style="list-style-type: none"> Roles such as soldier, media work are discussed in the poems 	<ul style="list-style-type: none"> 	

Curriculum Content Map – Year 12 English Language

Subject: English Language

Year group: 12

	TERM 1		TERM 2		TERM 3	
Unit title & description	Developing analytical and interpretive approaches from GCSE to A level (textual analysis)	Introduction to sociolinguistics:	Language and Representation:	Sociolinguistics (continued):	Introduction to Research and Investigation skills	Introduction to Language Change
Knowledge 	*Phonology *Graphology *Lexis *Semantics *Grammar *Pragmatics	*Language and the individual (idiolect) • Language and social groups (sociolect, ethnolect & occupational language) • Language and regions (dialect)	*Genre *ideas around representation as a concept. *discourses and positioning as concepts through appropriate texts *original writing techniques	*Language and occupation *Language and gender *Language and ethnicity *Communities of practice and models for explaining language diver	*Setting research questions *Developing data collection & selection skills *Research ethics *Data analysis *Evaluating findings	*technology, social change, movement of people). *Attitudes to change (link to attitudes to diversity)).
Skills 	AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning AO4: Explore connections across texts, informed by linguistic concepts and methods	AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression AO2: Demonstrate critical understanding of concepts and issues relevant to language use	AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning AO4: Explore connections across texts, informed by linguistic concepts and methods AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways	AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression AO2: Demonstrate critical understanding of concepts and issues relevant to language use	AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression AO2: Demonstrate critical understanding of concepts and issues relevant to language use AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning	AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression AO2: Demonstrate critical understanding of concepts and issues relevant to language use

Literacy 	*Nominalisation *Academic writing *Extended writing *Analytical and evaluative writing					
Numeracy 	*data analysis *frequency patterns *mode continuum					
Enrichment learning 	*University workshops/visits *Independent research					
British values 	*Democracy, rule of law, personal liberty and mutual respect in Grouping and text classification activities	*Democracy, rule of law, personal liberty and mutual respect in activities in which students look at their own language use and map it out towards the social and occupational groups they are part of, the communities they belong to and the areas they are from.	*Democracy, rule of law, personal liberty and mutual respect in Grouping and text classification activities *Appreciation of British literature and cultural traditions (analysis and annotations of literary and non-fiction texts)	*Democracy, rule of law, personal liberty and mutual respect in exploring attitudes to variation and diversity, prescriptivism and descriptivism; discrimination and language issues. *Looking at media representations of different varieties of English: articles on accent discrimination, gender differences, multicultural London English and youth speak (and others – see topic plans for further ideas)	*Democracy, rule of law, personal liberty and mutual respect in Grouping and text classification activities *Appreciation of British literature and cultural traditions (analysis and annotations of literary and non-fiction texts)	*Democracy, rule of law, personal liberty and mutual respect in exploring attitudes to variation and diversity, prescriptivism and descriptivism; discrimination and language issues. *Looking at media representations of different varieties of English: articles on accent discrimination, gender differences, multicultural London English and youth speak (and others – see topic plans for further ideas)
Character 	Independent research, re-drafting, presenting their research to fellow students					
Careers 	Linguistics, Journalism, Law, Teaching					

Assessment
opportunities



Paper 1 Section A -
analysis of written
language

Paper 2 Section A (social
groups, region, sociolect,
idiolect)

Paper 1 Section A –
analysis of spoken
language

Paper 2 Section A
(occupation, gender,
ethnicity)

Paper 1 Section A –
analysis of spoken and
written language

Paper 2 Section A –
Language and Diversity