



| | Autumn1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------------|--|---|----------|--|--|--|
| Year 12 Teacher 1 | Introduction to Meanings and Representations | Language, Power & Occupation | | Creative Writing CSWK | Language and Gender | Investigation Launch |
| | Wk 1 & Wk 2: Introduction to representation Wk 3 & Wk 4: Lexis and semantics Wk 5 & Wk 6: discourse and grammar Wk 7 & Wk 8: Bringing representation together | Wk 1&2: Language and Power Wk 3&4: Power in the Media and Political Power Wk 5&6: Power in conversations – Occupational Talk Wk 7&8: Gender in the workplace Wk 9&10: Different work contexts | | Students select creative writing topics and genres. Individual guidance through tutorials and on-going formative feedback. | Wk 1: Gender and representation Wk 2: Lexical approaches to Gender. The concept of English as androcentric Wk 3: Deficit, Dominance, Difference Wk 4: Cameron and the Myths. Wider reading – additional approaches Wk 5: Performativity and Diversity as Gender Theories Wk 6: Modern responses to Gender | Students to concentrate on devising their own methodologies, collecting data sets, analysing data and drawing conclusions Balance of independent study and teacher guidance/support Evaluation of data types – quantitative/ qualitative; case study etc. Application of relevant and suitable language concepts How to write an investigation |
| Final Assessment: | 7702/1 Section A Exam | Y12 Exams 77022a Essay | | NEA 10% | 77022a Essay 77022b Journalistic Piece | NEA 10% |

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| Year 12 Teacher 2 | Regional and Social Variations | | Mock Investigation | Global Variation | | Introduction to CLA |
| | Wk 1&2: Idiolect and sociolect Wk 3&4: AO1 terminology relating to Social Variation. Introduction to attitudes to 'correctness' Wk 5&6: MLE and BAE Wk 7&8: Grammatical Variation Wk 9&10: Dialect Levelling Wk 11&12: Age based AO2 | | Introduction to Research and Investigation skills Approaches to language investigation work. Introduce research into existing topic areas of diversity and variation. Mini-project work: • setting research questions • developing data collection & selection skills • research ethics • data analysis • evaluating findings | Wk 1: Introduction to how English has travelled around the world. Wk 2: Models of classification and variation Wk 3: Literary variations. Wk 4: English as a Lingua Franca Wk 5: Ideological, geographical and sociocultural contexts of Global English Wk 6: English going forward – formal assessment preparation. | | Introduction to Child Language Acquisition through education with a visit to local Primary School to deliver planned Writing lesson. |
| Final Assessment: | 7701-2a Essay | | | | | |



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| Year 13 Teacher 1 | Language Change | Investigation Completion | Language Discourses | | Revision | |
| | Week by week coverage of the historical changes in: Lexis Grammar Semantics Orthography Punctuation Graphology | Students to concentrate on devising their own methodologies, collecting data sets, analysing data and drawing conclusions Balance of independent study and teacher guidance/support Evaluation of data types – quantitative/ qualitative; case study etc. Application of relevant and suitable language concepts How to write an investigation | Revisit varieties covered in year 1/2 – Occupation, Gender, Change Begin to consider wider varieties: Ethnicity and international varieties Introduce the concept of Paper 2 Section B – bringing AO2 theory and linking to AO3/audience positioning Develop students' writing skills –analysis, evaluation etc. Focus on discursive essay writing, analysis and comparison of source material and directed writing | | Revision of Paper 1 skills Case study work on examples of: •lexical change •semantic change •grammatical change •phonological change •orthographical change | |
| Final Assessment: | | NEA 10% | | | | |
| | Autumn1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 13 Teacher 2 | Child Language Acquisition | | Language Variation Revision | | Revision | |
| | <u>CLA Speaking</u> Introduction to CLA/assessment objectives/expectations/A01 focus Introduction to A02-4 main theoretical stances on CLA. Nativism and Noam Chomsky, Behaviourist theory and Skinner, Cognitive Theory and Piaget and Vygotsky, Vygotsky and recap, Social Interactionalist theory and Bruner The role of parents-CDS <u>CLA Writing</u> Introduction to writing: Stages of development-from picking up a pen and scribbling to writing an essay at 11 years old Influences and aids to being able to write-books-TV-knowledgeable others-environmental print-socio dramatic play How writing is taught-phonics-frameworks given-feedback from the teacher Types/genres of writing-poem/letter/essay/diary/power-point Conventions of writing-spelling/punctuation/layout/register-paper or CMC (Computer Mediated Communication) Theorists connected to writing | | Revisit varieties covered in year 1/2 – Occupation, Gender, Change Develop students' writing skills –analysis, evaluation etc. Focus on discursive essay writing, analysis and comparison of source material and directed writing | | Revision of CLA | |
| Final Assessment: | | | | | | |

