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| Mastery: CE, KC, WT | Sandbach School English Curriculum: A story of human ambition, power and responsibility. | |  |
| | Year 12 English Language Curriculum Sequence | | |
| | <u>Intent:</u> For students to understand how people communicate and assign meaning (semantics), how they do things with words (pragmatics) and how language relates to social factors (sociolinguistics), psychological aspects (psycholinguistics), or power and injustice (discourse analysis). | | |

| Term 1 | Term 2 | Term 3 |
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| Language Frameworks Spoken Language Accent and Dialect Language and Gender | Power and Occupation Technology World Englishes | Non-Exam Assessments (Language in Action) Revision of all topics |

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| Why teach Language Frameworks? Identification and analysis of an array of frameworks and methods allows students to develop vital communication, analytical and critical skills. By understanding methods of English and the power language wields, students develop a critical awareness around the role of language in politics, democracy and wider society. | Why teach Spoken Language? Spoken Language is a creative tool for expression and social connection, as well as for individual cognition. The study of language as a symbolic system used to assert power in society is also fundamental to the human experience. | Why teach Accent and Dialect? This unit allows students to see how and why language varies due to personal, social, geographical and temporal contexts. Students will develop understand theories and viewpoints on these aspects of language. Examination of language in this way also highlights key social issues of the modern world: discrimination and bullying. | Why teach Gender, Power, Occupation and Technology? These units illustrate how language is used for social control, propaganda and manipulation in the wider world. Students evaluate the power of language itself, as well as how and why it changes in the modern world. | Why teach World Englishes? Through the study of World Englishes, students learn to appreciate and accept other people; the idea that English is a global language, and the understanding that there are a wide variety of Englishes, is integral to creating positive citizens of the world. Students are also encouraged to question their own place in the world, considering why English is a dominant language, and whether it will remain so in the future. | Why teach NEAs (Language in Action)? The independence of the NEA allows students to synthesise all of their learning thus far and put it into action, producing a real study of language in action. Students will begin to critically evaluate their own hypotheses, as well as the language choices of others. | Course Components The following course elements are intertwined, not taught separately: <ul style="list-style-type: none"> Textual variations and representations Methods of language analysis Language diversity Language discourses Writing skills |
| Teaching Frameworks here supports: <ul style="list-style-type: none"> Prep for A Level exam All other units of A Level Language in Y12 and Y13 NEA in Y12 Language Change in Y13 Child Language Development in Y13 | Teaching Spoken Language here supports: <ul style="list-style-type: none"> Prep for A Level exam Accent and Dialect in Y12 Textual variation units in Y12 Language diversity units in Y12 Language discourses units in Y12 NEA in Y12 | Teaching Accent and Dialect here supports: <ul style="list-style-type: none"> Prep for A Level exam Textual variation units in Y12 Language diversity units in Y12 Language discourses units in Y12 NEA in Y12 | Teaching Gender, Power, Occupation, Technology here supports: <ul style="list-style-type: none"> Prep for A Level exam NEA in Y12 | Teaching World Englishes here supports: <ul style="list-style-type: none"> Prep for A Level exam | Teaching the NEAs here supports: <ul style="list-style-type: none"> Prep for A Level exam Language Change in Y13 Child Language Acquisition in Y13 World Englishes in Y13 | |
| Analysis of Frameworks feeds from: <ul style="list-style-type: none"> KS2: word types, morphology, etymology Transition Phase: writing techniques Qualifications Phase: analysing language Global Diversity in Y7 Global Poetry in Y8 | Spoken Language feeds from: <ul style="list-style-type: none"> KS2: word types, morphology, etymology Transition Phase: writing techniques Qualifications Phase: analysing language Spoken language tasks in Transition Phase & Qualifications Phase Banned Literature in Y9 Spoken Language exam in Y10 | Accent and Dialect feeds from: <ul style="list-style-type: none"> KS2: word types, morphology, etymology Transition Phase: writing techniques Qualifications Phase: analysing language Methods of Language analysis in Y12 Spoken Language in Y12 | Gender, Power, Occupation, Technology feed from: <ul style="list-style-type: none"> KS2: word types, morphology, etymology Transition Phase: writing techniques Qualifications Phase: analysing language Science and Technology (Lang) in Y10 | World Englishes feeds from: <ul style="list-style-type: none"> KS2: word types, morphology, etymology Transition Phase: writing techniques Qualifications Phase: analysing language Methods of Language analysis in Y12 NEA in Y12/Y13 | NEAs feed from: <ul style="list-style-type: none"> Language schemes in Y9/Y10/Y11 Methods of Language Analysis in Y12 Spoken Language in Y12 Accent and Dialect in Y12 Gender, Power, Occupation and Technology in Y12 | |