**Mastery:** CE, KC, WT

**Sandbach School English Curriculum: A story of human ambition, power and responsibility.**

# Year 13 English Language Curriculum Sequence

Intent: 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 | HT5 | HT6 |
|---|---|---|---|
| Child Language Development<br>Language Change<br>Finalise Non-Exam Assessments (NEA) | Discourse Analysis and Option Writing<br>Revision of Frameworks<br>Revision of all course content | Securing disciplinary, procedural and substantive knowledge | **A Level Exams** |

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| **Why teach Child Language Development?**<br>Studying Child Language Development allows students to understand the social, natural and psychological issues around human language. By understanding how language develops, students can critically evaluate wider societal influences and understand the importance of humanity's impact on its own development. | **Why teach Language Change?**<br>Language Change enables us to accommodate new ideas, inventions and technologies. It's not just the words themselves which change; the way in which we use them can shift too. In this unit, students can develop an appreciation of how humanity constantly evolves, and the shift in power caused by languages throughout time. | **Why Teach Discourse Analysis and Opinion Writing?**<br>Discourse analysis allows students to read and interpret critical and discursive views on a range of English topics. Students build an awareness on how a writer crafts an argument and how language theory can be woven into an engaging article or editorial. When writing their own **opinion pieces**, students learn how to craft a stylistic argument and embed journalistic techniques into their own writing. | **Why teach NEAs (Language in Action)?**<br>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. |
| **Child Language Development here supports**:<br>▪ Prep for A Level exam<br>▪ NEA in Y13 | **Teaching Language Change here supports**:<br>▪ Prep for A Level exam<br>▪ NEA in Y13 | ▪ **Teaching Discourse Analysis and Opinion Writing supports:**<br>▪ Prep for A Level exam<br>▪ Prep for NEA (opinion articles) | **Teaching the NEAs here supports**:<br>▪ Prep for A Level exam<br>▪ Language Change in Y13<br>▪ Child Language Acquisition in Y13<br>▪ World Englishes in Y13 |
| **Y13 Child Language Development feeds from**:<br>▪ KS2: Identifying word types<br>▪ KS2: Root words, prefixes, suffixes<br>▪ KS2: Morphology, etymology<br>▪ Transition Phase and Qualifications Phase word types and methods<br>▪ Global Diversity in Y7<br>▪ Methods of Language Analysis in Y12<br>▪ NEA in Y12/Y13 | **Y13 Language Change feeds from**:<br>▪ J&H in Y10/Y11<br>▪ R&J in Y10/Y11<br>▪ Sports (Lang) in Y10<br>▪ Hard Times (Lang) (P2) in Y11<br>▪ Monsters (Lang) (P1) in Y11<br>▪ Travel and Adventure (Lang) (P2) in Y11<br>▪ NEA in Y12/Y13 | **Y13 Discourse Analysis and Opinion Writing feeds from:**<br>▪ KS3 and 4: creative writing<br>▪ KS3: analytical writing<br>▪ KS4: analysis and evaluation<br>▪ Yr12: NEA – original writing | **NEAs feed from**:<br>▪ Language schemes in Y9/Y10/Y11<br>▪ Methods of Language Analysis in Y12<br>▪ Spoken Language in Y12<br>▪ Accent and Dialect in Y12<br>▪ Gender, Power, Occupation and Technology in Y12 |

**A Level Topics Support: Post Senior Qualifications Phase Study**

- How to present a clear argument
- Application and critical evaluation of theory
- Academic essay writing
- Proof reading and editing work
- Independent study skills
- Workload and time management
- Virtual study skills
- Academic referencing