

# Chellaston Academy

English	Year 13 Curriculum
<p><b>Intent</b></p> <p>We aim to deliver a Year 13 English curriculum which is accessible to all students, irrespective of starting points, where students will thrive on their love of learning. Students will build confidence and demonstrate an ability to evaluate the world around them through examining a range of literary and non-literary texts. We will provide opportunities for an enriched understanding and appreciation of our literary heritage and cultural diversity. This should lead to a respect for all through a deeper compassion and empathy with different identities. Through exposure to different texts, students will develop a critical mind set, which will engender an appreciation of the wider world and learning outside of English.</p>	
<p><b>Implementation</b></p> <p>We want to develop independent learners; students will discover how to establish a personal line of enquiry and how to equip themselves with the skills which build resilience. We will give students the opportunity to work on their own, in pairs and in groups. We expect student to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in their development as readers and writers, ensuring learning is differentiated to enable all students to make excellent progress. Clear and precise communication skills are important to us and will become more refined as students grow in confidence. We will use agreed pedagogy to help students craft their responses to texts and become fluent readers. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be developed through retrieval practice and knowledge organisers.</p>	
<p><b>Impact</b></p> <p>Year 13 students (as young adults) begin to understand and recognise their role as text producers and receivers, realising the impact language had at all levels. Through an exploration of the evolutionary nature of language within society, they will be able to reflect on the language's ability to shape identity, representation, and meanings and within our world.</p>	
<p><b>Links to prior learning</b></p> <p>The Year 13 curriculum builds on the skills learned throughout the Year 12 English Language course by further consolidation and continuous reinforcing of the understanding of words, sentences and text level grammatical features. By using a wider range of cohesive devices and grammatical connections, learners will also be able to notice and analyse the deliberate language uses by text producers and the effects they wish to have on text receivers whilst linking to theories they have studied. Students will extend their knowledge of punctuation use, word classes, word choices and the overall structure and presentation of a text to create an extended essay response to exam questions.</p>	
<p><b>Links to future learning</b></p> <p>The Year 13 curriculum directly addresses key concepts/ideas/historical viewpoints that are prevalent in university texts. Students will cover ideas surrounding themes such as gender, meanings and representations, child language acquisition, language change, and language uses within a variety of societies. Understanding of themes will be further developed throughout the Year 13 curriculum to ensure students are considering specific and detailed viewpoints of the broad themes allowing them to sit the end of year exam.</p>	
<p><b>Links to other subjects and the wider curriculum</b></p> <p>The Year 13 curriculum links to other subjects through developing a broad awareness and understanding of the wider curriculum. Development of historical knowledge of language change, understanding how language users adapt language and the knowledge of literacy will support the study of text-based subjects. Study of a range of text types and world texts will support an understanding of chronology and appreciation of different countries and cultures. We will build on written skills and oracy throughout all schemes of work in this year, and will continue to encourage and challenge students to critically question, interpret and respond academically to the information presented to them.</p>	

**Topics**

<p><b>Autumn 1 – Accent and Dialect and World English/Language Change</b></p>		<p><b>Home Learning</b></p>	
<p><b>Reading</b> Inferences Retrieval Word classes Sentence meanings</p>		<p><b>Writing</b> Planning Creating an opinion Crafting an essay Crafting introductions Essay writing – academic language</p>	
<p><b>Learning content:</b> <i>Accent and Dialect</i> – During this topic, students will bridge the gap with their studies in Year 12 through looking at social groups, particularly youth language and the use of MLE London English. Whilst exploring this, students will continue to understand and recognise how language shapes an identity. This half term, students will begin to be taught directed writing to craft their own academic opinions on language issues.</p> <p><i>World English/Language Change</i> – Throughout this topic, students will research and look at the change in the English language and how English is used within other cultures and the world to communicate. The unit will focus on the impact of technology and how the increase of technology has changed the way in which individuals and groups use language and begin to create an identity of self or groups through their idiolect and sociolect. The topics of political correctness, semantic reclamation and non-binary language under political discussions are explored.</p>		<p><b>Firefly – Accent and Dialect</b> - mock exam questions and Firefly learning. BBC Radio 4 Michael Rosen podcast, TED Talks lectures found online.</p> <p><b>Firefly – World English/Language Change</b> - booklet page with tasks, research and mock exam questions.</p>	
<p><b>Assessment</b> <i>Accent and Dialect</i>: Question on political correctness.</p> <p><i>World English/Language Change</i>: Evaluate the idea that the English language has been decaying over time and continues to do so.</p>			
<p><b>Wider curriculum</b></p>			
<p>Literacy <i>Reading/writing skills</i> <i>Sentence structure</i> <i>Acronyms</i> <i>Slang</i> <i>Initialisms</i> <i>Clipping</i></p>	<p>Numeracy <i>Venn diagram comparison</i> <i>Data from sources</i> <i>Timeline of language changes</i></p>	<p>British Values <i>Identity</i> <i>Reactions to language</i> <i>Stereotypes</i> <i>Analysing freedom of speech</i> <i>Creating a viewpoint</i> <i>Challenging ideas or topics</i> <i>Considering laws of society</i></p>	<p>Employability <i>Written communication</i> <i>Technology use – research</i> <i>Collaboration</i> <i>Adaptability</i> <i>Oral communication</i> <i>Information use</i> <i>Organisation skills</i> <i>Problem solving</i></p>
<p>SMSC <i>Texts from different cultures</i> <i>Historical sources</i> <i>Representation</i> <i>Crafting of identity</i></p>	<p>Cultural Capital <i>Historical fiction</i> <i>Timeline of events</i> <i>Meaning of language</i> <i>How language is used to convey ideals</i> <i>Power of language</i></p>	<p>Character Education <i>Resilience</i> <i>Accepting viewpoints of others</i> <i>Responsibility for own education</i> <i>Leadership qualities in discussion and group tasks</i> <i>Confidence in self</i></p>	<p>Personal Development <i>Confidence</i> <i>Awareness of time management</i> <i>Organisational skills</i> <i>Responsibility</i> <i>Understanding of the course/exam</i></p>

	<i>Representation of communities</i> <i>Social role of language</i> <i>Means of communication</i> <i>History of language</i> <i>Idiolect and sociolect</i> <i>Geographical language change and use</i> <i>Language use with gender</i>	<i>Participation</i> <i>Reliable</i> <i>Attendance</i> <i>Punctuality</i>	
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<p><b>Autumn 2 – Accent &amp; Dialect and Paper 2, Question 3</b></p> <p><b>Reading</b>          Inference          Information Retrieval          Synthesis          Language use – word classes and sentence types          Comparison</p> <p><b>Writing</b>          Planning overview for types of essays          Imbedding data via an academic style          Crafting introductions          Essay writing – academic language</p> <p><b>Learning Content:</b>  <i>Accent and Dialect</i> – Continuing with the directed writing, students use the research, articles explored and their knowledge from Year 12 topics to look at, plan and craft a variety of essay skills ready for the exam. They focus on how their academic writing can be shaped and changed depending on the exam question given.</p> <p><i>Paper 2, Question 3</i> – With an upcoming PPE, students use the articles from autumn term 1 to unpick articles focusing on annotation and terminology skills and begin to understand how views are crafted and combined by a variety of writers to have an effect on a variety of audiences.</p>		<p><b>Home Learning</b>          Firefly – Accent and Dialect pages, PiXL booklet and prior learning material.</p> <p>Firefly: Paper 2, Question 3 – articles from autumn 1 and prior learning, exam questions given by teacher and Firefly.</p>
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<p><b>Assessment</b>          Formal PPE assessment (in class/in hall).</p>
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**Wider curriculum**

Literacy <i>Reading/writing skills</i>	Numeracy <i>Venn diagram comparison</i> <i>Data from sources</i> <i>Timeline of language changes</i> <i>Timeline of gender changes</i>	British Values <i>Identity</i> <i>Reactions to gender</i> <i>Stereotypes</i> <i>Analysing freedom of speech</i> <i>Creating a viewpoint</i> <i>Challenging ideas or topics</i> <i>Laws of society</i>	Employability <i>Text analysis</i> <i>Information gathering</i> <i>Information use</i> <i>Resources management</i> <i>Time management</i> <i>Inference of information</i> <i>Problem solving</i> <i>Adaptability</i> <i>Responding to feedback</i> <i>Self motivation</i>
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			<i>Academic writing</i> <i>Understanding and accepting others</i>
SMSC <i>Crafting identity</i> <i>Reactions of text receivers based on topic</i>	Cultural Capital <i>Power of language</i> <i>Representation of communities</i> <i>Social role of language</i> <i>Means of communication</i> <i>History of language</i> <i>Idiolect and sociolect</i> <i>Geographical language change and use</i> <i>Language use with gender</i> <i>Occupational language use</i>	Character Education <i>Resilience</i> <i>Accepting viewpoints of others</i> <i>Responsibility for own education</i> <i>Leadership qualities in discussion and group tasks</i> <i>Confidence in self</i> <i>Participation</i> <i>Reliable</i> <i>Attendance</i> <i>Punctuality</i>	Personal Development <i>Time management</i> <i>Confidence</i> <i>Resilience</i> <i>Independence</i>

<p><b>Spring 1 – Paper 2 Focus and Paper 1 Focus</b></p> <p><b>Reading</b> Inference Evaluation Summary Comparison Information Retrieval Language use: word classes, sentence types</p> <p><b>Writing</b> Planning for a longer written essay Gathering and using data within an essay Crafting an introduction Creating an academic response to a question Time management</p> <p><b>Learning Content:</b> <i>Paper 2 Focus</i> – students continue their exam practice, but begin to look at the exam paper as a cohesive element rather than sections. Students work on timings, planning and how to continuously write an answer for a whole exam paper. This half term continues to focus on essay writing giving students chance to revise and apply their skills.</p> <p><i>Paper 1 Focus</i> – With this topic, students will begin to merge element of paper 1 together to ensure they know how to approach the paper 1 as a whole. Again, students will be focusing on their timings, planning and essay writing skills to communicate their answers effectively.</p>		<p><b>Home Learning</b> <b>Firefly:</b> for both paper 1 and Paper 2 - any Year 12 notes on Firefly to support, back to PiXL booklets to consolidate knowledge, research studies. Creation of flash cards. Look back at prior assessments to gather teacher feedback and target areas of weakness first.</p>	
<p><b>Assessment:</b> Teacher discretion.</p>			
<p><b>Wider curriculum</b></p>			
<p>Literacy <i>Reading/writing skills</i></p>	<p>Numeracy</p>	<p>British Values <i>Identity</i> <i>Reactions to gender</i> <i>Stereotypes</i> <i>Analysing freedom of speech</i> <i>Creating a viewpoint</i> <i>Challenging ideas or topics</i> <i>Considering laws of society</i></p>	<p>Employability <i>Research skills</i> <i>Text analysis</i> <i>Information gathering</i> <i>Information use</i> <i>Resources management</i> <i>Time management</i> <i>Inference of information</i> <i>Problem solving</i> <i>Adaptability</i> <i>Responding to feedback</i> <i>Self motivation</i> <i>Academic writing</i></p>
<p>SMSC</p>	<p>Cultural Capital <i>Power of language</i> <i>Representation of communities</i> <i>Social role of language</i> <i>Means of communication</i> <i>History of language</i> <i>Idiolect and sociolect</i> <i>Geographical language change and use</i></p>	<p>Character Education <i>Resilience</i> <i>Accepting viewpoints of others</i> <i>Responsibility for own education</i> <i>Leadership qualities in discussion and group tasks</i> <i>Confidence in self</i> <i>Participation</i> <i>Reliable</i></p>	<p>Personal Development</p>

		Attendance Punctuality	
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<p><b>Spring 2 – Child Language Acquisition and Social Groups and Language Diversity</b></p> <p><b>Reading</b> Inference Evaluation Comparison Creating an argument Information Retrieval Synthesis (Sets 1&amp;2) Language analysis Structure analysis Explain</p> <p><b>Writing</b> Planning overview for types of essays Imbedding data via an academic style Crafting introductions Essay writing – academic language</p> <p><b>Learning Content:</b> For both papers, this half term the students will be revising both papers at the teacher’s discretion from the below topics:</p> <ul style="list-style-type: none"> <li>• Meanings and representations</li> <li>• Gender</li> <li>• Children’s Language Development (CLA)</li> <li>• Language discourses</li> <li>• Language diversity and change</li> </ul> <p>Paper 1: What’s assessed? Overview:</p> <ul style="list-style-type: none"> <li>• Textual variations and representations</li> <li>• Children's language development (0-11 years)</li> <li>• Methods of language analysis are integrated into the activities</li> </ul> <p><b>Section A - Textual Variations and Representations</b> Two texts (one contemporary and one older text) linked by topic or theme.</p> <p>A question requiring analysis of one text (25 marks) A question requiring analysis of a second text (25 marks) A question requiring comparison of the two texts (20 marks)</p> <p><b>Section B - Children's Language Development</b> A discursive essay on children’s language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks)</p> <p>Paper 2: What’s assessed? Overview:</p> <ul style="list-style-type: none"> <li>• Language diversity and change</li> <li>• Language discourses</li> <li>• Writing skills</li> <li>• Methods of language analysis are integrated into the activities</li> </ul>	<p><b>Home Learning</b></p> <p>Anything on Firefly that a student can access becomes revision. There are booklets, past papers and the students will have a variety of resources to look at back to further their revision and preparation for the exam. Student should also look back at feedback given by the teacher and practice questions at home in timed conditions.</p>
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<p><b>Questions</b></p> <p><b>Section A - Diversity and Change</b> One question from a choice of two:</p> <ul style="list-style-type: none"> <li>• <b>Either:</b> an evaluative essay on language diversity (30 marks)</li> <li>• <b>Or:</b> an evaluative essay on language change (30 marks)</li> </ul> <p><b>Section B - Language Discourses</b> Two texts about a topic linked to the study of diversity and change.</p> <ul style="list-style-type: none"> <li>• A question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks)</li> <li>• A directed writing task linked to the same topic and the ideas in the texts (30 marks)</li> </ul> <p>Assessment: full exam to be completed in preparation for end of year A Level exam.</p>			
<p><b>Assessment</b> CLA: a formal written assessment (on a reading and writing OR spoken language question). Social Groups and Language Diversity: a written essay response to a statement question.</p>			
<p><b>Wider curriculum</b></p>			
<p>Literacy <i>Reading/writing skills</i></p>	<p>Numeracy</p>	<p>British Values <i>Identity Reactions to individuals Stereotypes Analysing freedom of speech Creating a viewpoint Challenging ideas or topics Considering laws of society</i></p>	<p>Employability <i>Text analysis Information gathering Information use Resources management Time management Inference of information Problem solving Adaptability Responding to feedback Self motivation Academic writing</i></p>
<p>SMSC</p>	<p>Cultural Capital <i>Power of language Representation of communities Social role of language Means of communication History of language Idiolect and sociolect Geographical language change and use</i></p>	<p>Character Education <i>Resilience Accepting viewpoints of others Responsibility for own education Leadership qualities in discussion and group tasks Confidence in self Participation Reliable Attendance Punctuality</i></p>	<p>Personal Development <i>Confidence Awareness of time management Organisational skills Responsibility Understanding of the course/exam Resilience Creation of academic writing Maturity</i></p>