

English Faculty Curriculum Map

Speakers - Readers - Writers

Texts through Time	Dystopian Worlds	Power	The Outsider	Voices
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ENGLISH YEAR 7 CURRICULUM					
Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
<i>The Bone Sparrow</i>	<i>The Bone Sparrow</i>	<i>Writing Through Time - Myth to 18th Century</i>	<i>Writing Through Time - 19th Century To Dystopian Fiction</i>	<i>Macbeth</i>	<i>People Poetry</i>
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The key characters are and how they're connected - Key events from the first half of the plot - Writer's language methods - know how a writer creates narrative voice - The context of refugees and immigration, including Rohingya - What is meant by 'outsider' and who this relates to in the text - The big ideas within the text 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How the key characters develop in the second half of the novel - Understand the difference between fiction/non-fiction texts - Understand conventions of a leaflet - A range of persuasive techniques - How persuasive texts are structured - Different sentence structures - Different sentence openers - How to use paragraphs accurately - What is meant by discourse markers 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - A range of texts from the English Canon - How the English language has evolved - Typical genre, conventions and characteristics of different time periods - How context can impact a text - The myth of Jason and the Argonauts 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The purpose of literary texts - The conventions of key literary genres - Five key descriptive techniques - How vocabulary impacts on writing - How to structure a piece of descriptive writing - How to create setting - Sentence structures for impact 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How Macbeth reflects the time in which it was written - The plot of the play - The function and development of key characters - Some dramatic conventions and features - How context impacts the play - Shakespeare's big ideas in the play - Comparative connectives 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How poems reflect the time in which they were written - A poet can use a voice different to their own - The difference between poet and speaker - A range of poetic techniques - How to express a viewpoint on what they read - How to structure a letter - The appropriate tone for a formal letter - A range of discourse markers
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Explain some of the writer's big ideas - Use some appropriate language terminology when explaining ideas about a text - Identify 'outsiders' in the text - Identify key words in a task/question and address these in a response 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Adapt writing for purpose: persuasion - Adapt writing for form: leaflet - Choose vocabulary for effect - Use simple punctuation and paragraphs accurately. - Use discourse markers effectively to structure a text 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Explain how writers make deliberate choices to create effect - Include power words - Use subject terminology to explain typical features of a text's time - Read and understand a range of texts from different times - Answer a question and respond to a task - Select evidence to support ideas 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Recognise where a writer uses techniques to create atmosphere/setting - Use techniques to create atmosphere/setting - Respond to a visual stimulus creatively - Use a variety of sentence structures - Structure writing with paragraphs and punctuation 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Explain some ideas about how power, kingship, patriarchal society and gender are represented - Select relevant evidence to support ideas - Make comparisons between characters using comparative connectives - Explain some of Shakespeare's methods 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Create a strong clear voice - Use subject terminology - Explain some of a poet's choices - Describe the effect of a poem- Express a viewpoint on what they read - Select effective discourse markers - Write a letter - Choose appropriate vocabulary to create a formal tone
<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - 1st person - 3rd person - adjective - verb - simile - metaphor - emotive language 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - direct address - emotive language - rhetorical question - imperative verbs - triple - discourse markers 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - drama - verse - prose - novel - play - myth 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - fiction - non-fiction - genre - dystopia - simile - metaphor - imagery - personification - contrast 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - Jacobean - dramatic irony - protagonist - soliloquy - dialogue - imagery - contrast 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - rhyme - stanza - alliteration - rhythm - imagery - letter - sign-off - greeting - tone

Formative assessment through low stakes knowledge quizzing embedded into lesson starters/plenaries, knowledge recall and building on lesson activities. Regular knowledge check entry tasks which link to prior learning. Half termly prior learning recaps. Practice tasks with detailed Achievement and Challenge Task feedback on a half termly basis.

Assessment: Practice Task with Achievement and Challenge Task feedback prior to a main, percentage-marked, assessment on a half-termly basis.

ENGLISH YEAR 8 CURRICULUM

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
<i>Diverse Voices</i>	<i>Gothic</i>	<i>Nature Poetry</i>	<i>The Tempest</i>	<i>The Hunger Games</i>	<i>The Hunger Games</i>
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How writing changes over time - How writers use voices different to their own - That voice is affected by context - Know at least three power words - A range of poetic techniques - Some evaluative phrases 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Context of Gothic genre - Key conventions of Gothic genre - Key descriptive writing techniques - Different sentence structures - A range of punctuation - The structure of a narrative - A range of effective vocabulary 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How power is represented in nature poetry - That poets create voices different to their own - That poems reflect the time in which they were written - At least three comparative connectives - Power words - Relevant subject terminology - The structure of a comparison paragraph 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How The Tempest reflects the time in which it was written - The plot of the play - The function and development of key characters - Some dramatic conventions and features - How context impacts the play - Shakespeare's big ideas in the play including 'power' and 'outsiders' - Some speaking and listening techniques - group discussion and presentation skills 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The first half of the novel - The function and development of key characters - How meaning is created through technical features such as camera angles and lighting - How meaning is created through narrative/structural features - Some key generic conventions (sci-fi/dystopia) - How audiences respond in varied ways to media products - How stereotypes can be used/challenged in a media product 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The second half of the novel - How key characters develop in the second half of the novel - How to create a clear viewpoint - Vocabulary to create a voice of protest - Different sentence structures - The structure of rhetorical speech - A range of discourse markers - A range of punctuation - How to paragraph effectively - Know a range of effective rhetorical devices
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Explode quotations - Closely analyse a text - Respond to a task - Use power words - Use some evaluative phrases 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Use appropriate conventions to create a gothic style - Use a range of punctuation to create effect - Build on knowledge of the presentation of 'outsiders' in a text - Choose vocabulary to create effect - Recognise a writer making deliberate choices - Use structural features in writing 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Use subject terminology when analysing a poem - Recognise a poet making deliberate choices to create voice - Recognise how poets present power in poems - Use power words to signpost comparison: both, however, whereas - Compare how poems reflect the time in which they were written - Structure a comparison paragraph 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Use knowledge of the plot and characters to respond to a strand within the Tempest - Form a viewpoint about key ideas, linked to the strands, in the play - Discuss viewpoint with peers and engage with theirs - Use a range of techniques to deliver a presentation - Refer to events in the play - Prepare and deliver a group presentation - Work effectively in a group 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Write evaluatively about a film - Support opinions with evidence from/close reference to the media text - Identify the didactic nature of dystopian film/fiction - Identify and discuss effect of media techniques 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Able to choose vocabulary appropriate to task - Able to use punctuation and sentence structure to create impact - Able to write an effective rhetorical speech - Able to craft writing for a specific purpose and audience
<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - context - culture - narrative perspective - voice - postcolonialism 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - pathetic fallacy - personification - imagery - foreshadow - conventions - genre 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - sibilance - enjambment - stanza - alliteration - personification - rhyme - extended metaphor - imagery 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - comedy - Jacobean - patriarchy - protagonist - utopia - pace - intonation - audience 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - dystopian - democracy - equality - dehumanisation - sci-fi - stereotype - camera - lighting - didactic 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - emotive language - hyperbole - inclusive pronoun - direct address - rhetorical question - imperative verb - rhetoric - hypophora

Formative assessment through low stakes knowledge quizzing embedded into lesson starters/plenaries, knowledge recall and building on lesson activities. Regular knowledge check entry tasks which link to prior learning. Half termly prior learning recaps. Practice tasks with detailed Achievement and Challenge Task feedback on a half termly basis.

Assessment: Practice Task with Achievement and Challenge Task feedback prior to a main, percentage-marked, assessment on a half-termly basis.

ENGLISH YEAR 9 CURRICULUM

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
War	<i>Animal Farm</i>	Romanticism	<i>Othello</i>	Spoken Language Study	Writing Portfolio
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Poetic methods and how war poets create voices - What a broadsheet is - Features of a broadsheet opinion article - Simple discourse markers - Key structural methods - linear and cyclical - Sentence structure and variety 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The plot of the novel - The key characters and their function and development - The presentation of key themes - Orwell's intent - Orwell's methods - Relevant historical context - Power words - Layering connectives e.g. furthermore... - How to answer a question with an argument 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - What is meant by Romanticism - Key features of Romantic poetry - Key features of Romantic literary fiction - Relevant historical and social context - Range of descriptive techniques - Simple, compound and complex sentence structures - Structural forms including linear and cyclical - A wide range of vocabulary - A wide range of punctuation 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Three key extracts from the play (1.2, 3.3, 5.2) - Iago's relationship with the audience through his soliloquies - The key characters and their development - The presentation of power and outsiders - Relevant context - Basic feminist and marxist theory - Play as performance - Shakespeare's five act structure 	<p><u>Key Knowledge</u></p> <p>Standard English and formal and informal registers</p> <ul style="list-style-type: none"> - Language variety based on place - Language use based on purpose - Language change based on individual speakers - Multimodal forms of spoken language such as text messaging - Comparative connectives - That transcripts are used to explore language use - Awareness of public discourses 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Different writing purposes - Key features which distinguish writing of different purposes - That written texts have a 'real-world' context - Roles within different writing industries
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Write in an appropriate register for a broadsheet feature - Communicate a clear viewpoint - Structure a piece of writing effectively using discourse markers - Punctuate accurately and in order to shape an audience's response - Explore writers' methods by exploring quotations - Contribute ideas in class debate 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Write umbrella statements - Explain Orwell's intent - Recognise and explain the methods he employs - Use the wording of a question to shape a response - Apply key terminology 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Reflect on the effect of methods in poetry and literary extracts - Plan effectively for a piece of writing - Write descriptively in response to a visual stimulus - Write using powerful vocabulary in order to evoke a sense of power and awe - Write using symbolism and imagery to engage a reader - Proofreading, editing and crafting sentences 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Use integrated and well-chosen textual evidence to support ideas - Make a range of layered explorations of individual words and short phrases in order to explore Shakespeare's methods and intent - Make links to relevant context - 'Read' a text through critical lenses such as feminism and marxism - Answer questions using evidence / power words 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Analyse examples of spoken language - Explore and reflect on relevant context - Reflect on personal language use - Compare two examples of spoken language - Adapt personal language use for different given contexts 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Write in response to a given thematic stimulus - Use a style model to inform writing choices - Write in an appropriate register for a target audience - Write for a real world context - Plan writing in a detailed way - Draft written work - Craft written work - Proof-read written work
<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - assonance - consonance - headline - paragraph - perspective - stanza - subheading 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - allegory - didactic - foreshadow - hierarchy - symbolism 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - atmosphere - imagery - juxtaposition - sublime - symbolism 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - act - antagonist - hamartia - iambic pentameter - Jacobean - Tragedy - protagonist - scene - soliloquy 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - accent - dialect - idiolect - jargon - sociolect - transcript 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - advise - entertain - explain - inform - narrate - persuade - review

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Assessment: Practice Task with Achievement and Challenge Task feedback prior to a main, percentage-marked, assessment on a half-termly basis.

ENGLISH YEAR 10 CURRICULUM

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Power and Conflict Poetry	Language Paper 2	<i>Jane Eyre</i>	Language Paper 1	<i>Lord of the Flies</i>	Unseen Poetry
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The fifteen anthology poems - Subject terminology appropriate to prior learning expectations - Some context for each poem - The structure of Literature Paper 2, Section B - The appropriate structure of a response - Power words 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The structure of the Language Paper 2 exam - Key skills for each question on Paper 2 - Relevant subject terminology - P/M/D success criteria for Speaking and Listening 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The plot of the novel and the way that it is structured - Key characters in the novel and how Bronte presents and develops them - Key themes in the novel, including gender, love, social inequality, religion and the supernatural - Relevant literary, social and historical context 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Question requirements of Language Paper 1 - What is meant by retrieval and inference - A range of linguistic methods - A range of structural techniques - Descriptive / narrative techniques - A range of sentence structures and the effects they can have - A wide range of punctuation - A wide range of discourse markers and power words 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The plot of the novel and the way that it is structured - Key characters in the novel and how Golding presents and develops them - Key themes in the novel, including human nature, conflict, power, childhood and the loss of innocence, and civilisation versus savagery - The use of symbolism in the novel - Relevant literary, social and historical context 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Typical structural conventions of poetry - The difference between ‘poet’ and ‘speaker’ - The idea of ‘voice’ in poetry - Key poetic techniques - The two-part structure of Literature Paper 2, Section C and how marks are awarded - A range of comparative connectives
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Explain poets’ methods and intentions - Explain similarities and differences poems and poets’ methods and intentions - Write “Both... however... whereas” opening paragraphs - Use evidence to support ideas - Employ power words in explanations - Make links to relevant context 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Explain writers’ methods compare writers’ methods and viewpoints - Write with a voice and for a specific audience - Use a range of persuasive techniques accurately and effectively - Effective proofreading/editing skills - Use discourse markers to engage and help the audience use a range of vocabulary and punctuation accurately and effectively - Communicate a viewpoint, writing and speaking directly to an audience 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Select relevant details from the text in order to explore character and theme - Write umbrella statements and construct coherent and developed lines of argument - Explore Bronte’s methods and explain her intentions and the effects / meanings she creates - Apply integrated key terminology - Use power words when constructing analytical responses - Make links with relevant contextual knowledge 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Skim and scan, while highlighting and annotating a text - Retrieve key details from a text and make inferences about meaning and the effects they achieve - Explore the way a writer structures a text and why - Evaluate effect of writer’s methods - Write descriptively and engagingly - Structure an effective narrative - Write accurately, using a wide range of sentence structures and dynamic punctuation 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Select relevant details from the text in order to explore character/ theme - Track character arcs and thematic development - Write umbrella statements and construct coherent and developed lines of argument - Explore Golding’s methods and explain his intentions and the effects / meanings he creates - Apply key terminology within explanations - Make links with relevant contextual knowledge 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Read for meaning and infer ideas - Close analysis; zoom in and explode evidence - Explain ideas about a poem in a sharp and concise manner, layering up analysis and evidence - Compare methods used by two poets
<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - caesura - enjambment - extended metaphor - imagery - juxtaposition - sibilance - speaker - volta 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - anecdote - cyclical structure - direct address - emotive language - hyperbole - imperative - personal pronoun - superlative - triple 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - bildungsroman - foreshadowing - Gothic - imagery - narrative voice - Romantic - symbolism - unreliable narrator - Victorian 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - dialogue - imagery - narrative perspective - pace - parallel - plosive - repetition 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - allegory - allusion - bildungsroman - foreshadowing - imagery - motif - omniscient narrator - symbolism 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - assonant - consonant - form - imagery - quatrain - sonnet - speaker - tone

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 Assessment: Practice Task with Achievement and Challenge Task feedback prior to a main, numerically marked, assessment on a half-termly basis.

ENGLISH YEAR 11 CURRICULUM

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1		Spring Half Term 2		Summer Half Term 1
'The Merchant of Venice'	English Language Paper 2	Revision and Exams				Revision tailored to group
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The whole plot and what happened when - The function of characters and how they develop - Shakespeare's key methods - Key context - Shakespeare's big ideas in the play - The conventions of a Shakespearean drama 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - What is meant by viewpoint / attitude / perspective - How writer's use language - How to scan a text and pick - helpful evidence - The key skills for Paper 2 questions - A range of discourse markers - A range of rhetorical devices 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The plot in its entirety - Character function and development - Bronte's methods and their effects - Context and its impact on the text - Bronte's big ideas within the text - Form and typical conventions of a novel 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How a text is structured for impact - How a writer uses language for impact - Layering connectives - The structure of a clear analytical paragraph - Power words to signpost analysis - How to scan a text and select judicious evidence - What is evaluation - A range of engaging structural methods - A variety of different sentence structures - A variety of punctuation - How to paragraph effectively - A range of effective descriptive methods 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The plot in its entirety - Character function and development - Golding's methods and their effects - Context and its impact on the text - Golding's big ideas within the text - Form and typical conventions of a novel - Appropriate genre conventions 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - What is meant by viewpoint / attitude / perspective - How writer's use language - How to scan a text and pick helpful evidence - The key skills for Paper 2 questions - A range of discourse markers - A range of rhetorical devices 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Teachers will address the key knowledge which needs revision with their group
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Write a clear answer which answers the question - Analyse the effect of Shakespeare's methods - Use helpful quotations to support an argument - Make links to context which are relevant to the question - Use subject terminology accurately - Use signposts in answers 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Decode exam questions - Write response which directly answer the question - Structure analytical paragraphs - Put together a well organised argument - Use a range of methods to engage an audience - Use vocabulary, sentencing and punctuation effectively 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Write a coherent, well organised response which answers the question - Able to analyse the effects of Bronte's methods - Able to incorporate apt references into writing - Able to integrate and examine the impact of context and link the question - Able to apply subject terminology appropriately and relevantly - Able to confidently use signposts in answer 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Decode an exam question - Write a well organised response which clearly answers the question - Structure analytical paragraphs, focused on methods and effects - Integrate evaluative discourse markers - Apply subject terminology appropriately and relevantly - Construct a coherent narrative / descriptive piece - Able to integrate structural devices to effectively engage audience - Able to use a range of linguistic devices to effectively engage audience - Able to employ more interesting vocabulary effectively 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Write a clear answer which answers the question - Able to analyse the effects of Golding's methods - Use helpful quotations to support an argument - Able to integrate and examine the impact of context and link the question - Able to apply subject terminology - Able to confidently use signposts in answer 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Decode exam questions - Write response which directly answer the question - Structure analytical paragraphs - Put together a well organised argument - Use a range of methods to engage an audience - Use vocabulary, sentencing and punctuation effectively 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Teachers will address the key skills which needs revision with their group
<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - dramatic irony - romantic / familial /platonc love - tragicomedy - prejudice - revenge - imagery - symbolism - mercy - foreshadowing - patriarchy 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - perspective - rhetoric - imagery - cyclical structure - figurative language - contrast - narrative perspective - summarise 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - bildungsroman - Gothic - IMAGERY - SYMBOLISM - FORESHADOWING - narrative voice - first person / unreliable narrator - linear structure - Romanticism - PATRIARCHY 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - imagery - change - cyclical structure - repetition - figurative Language - contrast - evaluate 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - dystopian IMAGERY SYMBOLISM FORESHADOWING - allegory - inherent - autocracy - civilisation - democracy - innate 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - perspective - rhetoric - imagery - cyclical structure - figurative language - contrast - narrative perspective - summarise 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - Teachers will recap and revisit key knowledge appropriate to their groups needs

Assessment through low stakes knowledge quizzing embedded into lesson starters/plenaries; frequent formative assessments throughout - knowledge recall and building on lesson activities ensuring students know how identify how/why interpretations are different, identify which interpretation is more convincing, describe importance, explain change/impact/affect and consider which event was more important and why. Summative assessments in Spring term 1 and Summer term 2 [mock]

ENGLISH LANGUAGE YEAR 12 CURRICULUM

Autumn Half Term 1	Autumn Half Term 1	Autumn Half Term 2	Autumn Half Term 2	Spring Half term 1	Spring Half Term 1
Accent and Dialect	AO1 Frameworks	Original Writing Coursework	Meanings and Representations	Gender	Sociolect
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The structure of an evaluative essay and what it means to evaluate - A variety of accent and dialect examples and theorists - An understanding that there are hierarchies in language varieties - An understanding of attitudes towards variation - Understand why language is standardised yet still diverse - Give examples of lexical, grammatical and phonological dialect variation - Give examples with relevant AO1 terminology to illustrate theory 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - An understanding of what the different English language frameworks mean - Which language terms fall under what particular framework - Examples of terminology within each framework - An understanding of what it means to apply 'multiple layers of AO1 analysis' 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Understand the difference between 'storytelling', 'persuade' and 'inform' (their coursework options) - Understand what a style model is and how they use it to inform their original writing - Understand what audience positioning is and how they want to position their audience - Understand what author positioning / authorial voice is and how they want to position themselves - Understand the genre/form conventions of their chosen text 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Understand what both 'meanings' and 'representations' mean - Know how to structure a meanings and representations paragraph - AO1 terminology from each of the language frameworks - The different elements of context you can apply to a text (FAPPRRT) - To understand Dan Clayton's theory of Audience Positioning - Understand that contextual conventions can be both ignored and followed to achieve different meanings 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The structure of an evaluative essay and what it means to evaluate - Know a range of different approaches to analysing gender and language (dominance, deficit difference, socialisation and performativity) - Have knowledge of the four waves of feminism and be able to link approaches/attitudes to these - Give examples with relevant AO1 terminology to illustrate theory 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Know a range of social group, age and social class theories to be able to explore in an evaluative essay - An understanding of how social groups impact language variation - understand that language changes according to the social moments in your life - The understanding that language can bring together groups but also exclude and create 'outsiders' - Understand the importance of convergence and divergence and how this works within a sociolect setting - How to structure an evaluative essay for paper 2 question 1/2
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Evaluate an accent and dialect statement - Plan a cohesive and clear line of argument - Align theories and comment on them, applying them to examples - Integrate AO1 when using examples to illustrate an argument 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Annotate texts with the English language frameworks - Explain what language comments fit within what language framework - Explain how AO1 impacts the meaning we receive from texts - Apply multiple layers of AO1 analysis to a text 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Position both themselves and their audience effectively for their chosen purpose and genre - Meet genre and form requirements - Sustain effective register for context - Organise their original writing with effective opening and closing and develop a line of thinking - Show a strong control of accuracy 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Find hotspots in a text and identify a representation created - Apply multiple layers of language analysis to a representation - Explain the significance of language / representations through FAPPRRT - Craft a meanings and representations paragraph 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Evaluate a gender statement - Plan a cohesive and clear line of argument - Align theories and comment on them, applying them to examples - Use the four waves of feminism to explain changes in attitudes - Integrate AO1 when using examples to illustrate an argument 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Plan and structure a sociolect question with a clear line of argument - Apply appropriate theory to a sociolect statement - Use examples to illustrate line of argument with appropriate AO1 terminology to keep language focus
<p><u>Key Vocabulary-</u></p> <ul style="list-style-type: none"> - accent - dialect - Standard English - Received Pronunciation - descriptivism - prescriptivism 	<p><u>Key Vocabulary-</u></p> <ul style="list-style-type: none"> - graphology - discourse - grammar - syntax - pragmatics - semantics - lexis - morphology - phonology 	<p><u>Key Vocabulary-</u></p> <ul style="list-style-type: none"> - positioning - narrative - persuade - inform 	<p><u>Key Vocabulary-</u></p> <ul style="list-style-type: none"> - register - genre - form - positioning - representation 	<p><u>Key Vocabulary-</u></p> <ul style="list-style-type: none"> - deficit approach - dominance approach - difference approach - performativity - socialisation 	<p><u>Key Vocabulary-</u></p> <ul style="list-style-type: none"> - slang - taboo language - community of practice - sociolect - code switching

Formative assessment through low stakes knowledge quizzing embedded into lesson starters/plenaries, knowledge recall and building on lesson activities. Regular knowledge check entry tasks which link to prior learning. Half termly prior learning recaps. Practice tasks with detailed Achievement and Challenge Task feedback on a half termly basis.
 Assessment: main assessment marked against A Level mark scheme.

ENGLISH LANGUAGE YEAR 12 CURRICULUM

Spring Half Term 2	Spring Half Term 2	Summer Half Term 1	Summer Half Term 1	Summer Half term 2	Summer Half Term 2
Power and Persuasive Writing	Language Change	Paper 2 Question 3	Technology and Language	Intro to Child Language Acquisition	Paper 1 Question 3
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Understand that power shifts depending on context and that we are constantly employing strategies to achieve aims but protect 'face' - Understand the difference between instrumental and influential power - Know a range of rhetoric techniques - Understand the concept of audience positioning - Understand the structure, conventions and register requirements of an opinion piece on language issues 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - A range of language change theories - A variety of contextual causes of language change - Lexical, orthographical, semantic, grammatical, phonological, graphological and discourse forms of language change and to be able to give examples of these - Understand what standardisation is and how it has changed language - Understand where English came from and how it has evolved from old English to present day English - Different attitudes towards language change 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Understand that for this question you have to compare two texts for attitude, context and language. - Understand how context (FAPPRRT) impacts these attitude texts - understand that some texts and writers can be more credible than others - Know AO1 terminology confidently that are relevant for these types of text - Understand The different attitudes people have towards language - Understand the overall structure and paragraph structure of a paper 2 question 3 answer 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Explain where writing and our alphabet came from through looking at the history of writing - Explain other technological influences on our communication such as the printing press - Know relevant technology theorists - Understand that although technology has caused language change, language has always changed - Understand what technology means for our language in the future - Give AO1 examples of lexical and grammatical ways technology has changed language - Attitudes towards technology 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Understand the difference between nature and nurture approaches - Show detailed knowledge of key nature and nurture theorists - Know the basics of the stages of spoken language development - Understand the 'Critical Age Hypothesis' - Start building a bank of child language acquisition language analysis terminology for transcripts that can be developed in September 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - That this question compares connections in context and how this then impacts language - Know all areas of FAPPRRT confidently - Understand how context impacts language variation / choices - Confidently know a range of AO1 terminology from different frameworks to apply to contextual connections - Know the structure of a question 3 answer
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Analyse a range of influential power texts for conventions - Utilise rhetorical techniques in writing to influence an audience - Experiment with different authorial voices and positioning in own writing - Demonstrate effective adaptation of language use, including linguistic research in their opinion piece that is an appropriate register for their target audience. 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Evaluate a change statement - Plan a cohesive and clear line of argument - Align theories and comment on them, applying them to examples - Integrate AO1 when using examples to illustrate an argument 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Compare language, context and attitudes in two texts - Explain how context influences the language and attitudes found in the text - Identify a wider discourse in a text - Identify and analyse relevant AO1 that links to a writer's attitude 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Evaluate a change statement with a technology focus - Plan a cohesive and clear line of argument - Align theories and comment on them, applying them to examples - Integrate AO1 when using examples to illustrate an argument 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Be able to look at a child language transcript or video and explain which theorists are relevant - Start picking out relevant terminology from a child language transcript 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Make connections between elements of context and explain similarities and differences - Confidently structure a question 3 answer, leading with a connection and then illustrating through language comment - Identify, label and analyse language relevant to a contextual connection
<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - face - instrumental power - influential power - rhetoric - positioning 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - prescriptivism - descriptivism - standardisation - lexical change - semantic change - grammatical change - phonological change - graphological change - discourse change - coinage 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - wider discourse - positioning - attitudes - perspectives 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - initialism - ellipsis - multimodal - paralinguistics - homophones 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - virtuous error (Chomsky) - egocentric speech (Piaget) - zone of proximal development (Vygotsky) - scaffolding (Bruner) - schema (Tomasello) - operant conditioning (Skinner) - child directed speech 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - representation - positioning - register - genre

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ENGLISH LANGUAGE YEAR 13 CURRICULUM

Spring Half Term 2	Spring Half Term 2	Summer Half Term 1	Summer Half Term 1	Summer Half term 2	Summer Half Term 2
Child Language Acquisition	Investigation Coursework	Sociolect	Language and Occupation	Ethnolect/World Englishes Q3	Ethnolect/World Englishes Q4
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Have an in depth understanding of the key child language acquisition theorists learnt in year 12 - Know AO1 terminology for comments on both spoken and written development in a transcript/written text - Illustrate the stages of language development - Understand and identify examples of child directed speech in a transcript - Understand the importance of reading and how it can help a child's language development - Know the structure of a child language acquisition essay 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Understand the difference between qualitative and quantitative investigations - Understand the layout of an investigation including sections such as a methodology and data analysis - Understand how to collect data and what classes as valid and reliable - Understand the need for theory in the investigation and how to complete wider reading - A range of varieties of English depending on their investigation choice 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Know a range of social group, age and social class theories to be able to explore in an evaluative essay - An understanding of how social groups impact language variation - understand that language changes according to the social moments in your life - The understanding that language can bring together groups but also exclude and create 'outsiders' - Understand the importance of convergence and divergence and how this works within a sociolect setting - How to structure an evaluative essay for paper 2 question 1/2 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Know a range of varieties of occupational language and their corresponding theorists - Understand and illustrate how occupations using language to build team identity but also meet the needs of the customer - Understand that occupational groups are often classified as discourse communities, each with their own sets of rules/trends for language use - What an occupation question would ask them to do and what an answer requires - How to structure an evaluative essay for paper 2 question 1/2 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Develop awareness of public and academic discourses regarding world English / ethnicity values, viewpoints and beliefs - Know ethnolect examples and case studies in the United Kingdom - Explore case studies of countries where diglossia takes place and how this impacts power and identity - Organisations to 'protect languages against English', such as 'France's Academie Francaise' and 'Germany's Purification Law' 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Understand where English came from and where it spread to world wide - Understand the idea that English is a lingua franca and why it holds so much power - Develop knowledge of a range of varieties of English across the globe that developed due to colonisation understand what a pidgin and creole are through exploring examples - Know a range of World English theories - Know how to structure a paper 2 question 4 answer with an appropriate register
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> -Analyse a transcript / written text and identify the most relevant AO1 terminology for the question - Plan a child language essay with a clear line of argument - Apply theory to relevant areas in the data 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Collect reliable data and evaluate the validity of research methods - Ability to compare and synthesise multiple texts/bits of data - Analyse findings and draw conclusions, linking to both context and theory - Be precise with linguistic comment on data using a variety of different frameworks 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Plan and structure a sociolect question with a clear line of argument - Apply appropriate theory to a sociolect statement - Use examples to illustrate line of argument with appropriate AO1 terminology to keep language focus 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Planning a paper 2 question 1/2 answer for occupation - Apply theory to an evaluation statement - Comment on theory and illustrate with examples that have a clear linguistic focus 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Placing a text within its wider discourses - Comparing attitudes - Analyse how language contributes to attitudes and how this is shaped through context - Analyse how a writer creates a voice and considers how to position themselves / the audience 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Evaluate ideas of who owns English and if there can be a world standard English - Incorporate theory/linguistic knowledge in an appropriate register - Guide readers through a coherent opinion article, positioning both the writer and the audience effectively - Use language creatively to achieve an engaging and convincing voice
<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - phoneme - over extension - underextension - substitution - deletion - consonant cluster - virtuous error - function words - content words - plosive 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - qualitative - quantitative - methodology - analytical methodology 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - slang - taboo language - community of practice - sociolect - code switching 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - jargon - register - acronyms - holding the floor - IRF discourse 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - gatekeeping - multilingualism - codeswitching - overt / covert prestige - prescriptivism 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - lingua franca - pidgin - creole - colonisation - post-colonisation

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 Assessment: main assessment marked against A Level mark scheme.

ENGLISH LANGUAGE YEAR 13 CURRICULUM

Spring Half Term 2	Spring Half Term 2	Summer Half Term 1	Summer Half Term 1
Paper 1 Section A Revision	Language Change Revision	Revision and exams	
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Understand what both 'meanings' and 'representations' mean - How to structure a meanings and representations paragraph - AO1 terminology from each of the language frameworks - The different elements of context you can apply to a text (FAPPRRT) - Understand Dan Clayton's theory of Audience Positioning - That contextual conventions can be both ignored and followed to achieve different meanings 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Give reasons why language changes and link these to theories - To understand and give reasons why language is always going to change - Know lexical, grammatical, phonological, semantic and orthographical ways that language changes and to be able to give examples of these - Understand what standardisation is and how it has changed the English language - Understand why we need standardisation but also its drawbacks - Understand where English came from and how it has evolved from old English to present day English - Different attitudes towards language change - Understand that language change isn't necessarily a bad thing - sometimes it needs to happen 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Revision - tailored to the needs of the group 	
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Find hotspots in a text and identify a representation created - Apply multiple layers of language analysis to a representation - Explain the significance of language / representations through FAPPRRT - Compare context and language across texts for question 3 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Evaluate a change statement - Plan a cohesive and clear line of argument - Align theories and comment on them, applying them to examples - Integrate AO1 when using examples to illustrate an argument 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Revision - tailored to the needs of the group 	
<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - register - genre - form - positioning - representation 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - borrowing - blending - affixation - amelioration - pejoration - broadening - negation - inflections - contractions - standardisation 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - Revision - tailored to the needs of the group 	

Formative assessment through low stakes knowledge quizzing embedded into lesson starters/plenaries, knowledge recall and building on lesson activities. Regular knowledge check entry tasks which link to prior learning. Half termly prior learning recaps. Practice tasks with detailed Achievement and Challenge Task feedback on a half termly basis.

ENGLISH LITERATURE YEAR 12 CURRICULUM

Autumn Half Term 1	Autumn Half Term 1	Autumn Half Term 2	Autumn Half Term 2	Spring Half term 1	Spring Half Term 1
Unseen poetry skills / Post 1900 poetry collection	A Streetcar Named Desire	Post 1900 poetry collection	The Duchess of Malfi	NEA Pre 2000 set text	The Duchess of Malfi
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Key poetic terminology -An understanding of how poetic techniques can influence a reader -An understanding (on a thematic, linguistic, structural and contextual level) of at least 5 poems from each Post 1900 poet 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The principles and conventions of drama -The plot of <i>Streetcar</i> -The structure of the play -Key quotations from the play -Key moments from the play -The difference between a novel and a play -What feminist theory is and how it links to the play 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - An understanding (on a thematic, linguistic, structural and contextual level) of the remaining poems from each poets' collections -An understanding of what conventions / threads are common across the poetic works -An understanding of what the Postmodern period is and conventions of the literary era 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> -The principles and conventions of drama and where these are present in both drama texts -The plot of the play -The structure of the play -Key quotations / moments in the play -An understanding of the Renaissance era - An understanding of Catholicism -An understanding of the Jacobean era 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> -The plot of the set text -The structure of the set text -Key quotations / moments -How relevant critical theory links to the text -How the context of production links to the text -How the context of reception can alter a reading of the text 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> -The plot of the play -The structure of the play -Key quotations / moments -Focus on critical material / theory specific to <i>Malfi</i> - An understanding of the Renaissance era - An understanding of Catholicism - An understanding of the Jacobean era
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> -Able to approach an unseen text in a personal and engaged way -To accurately use quotations / references from a text -Able to analyse how meaning is shaped through language, structure and form -Begin to confidently organise responses in a clear and effective style with coherent written expression 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> -Able to analyse how meaning is shaped through language, structure and form -To reflect on different interpretations of literary texts, including critical interpretation; debate alternative ideas about a text and consider multiple readings 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> -Able to analyse how meaning is shaped through language, structure and form -To reflect on different interpretations of literary texts, including critical interpretation; debate alternative ideas about a text and consider multiple readings 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> -Able to analyse how meaning is shaped through language, structure and form -To reflect on different interpretations of literary texts, including critical interpretation -Debate alternative ideas about a text and consider multiple readings -Able to make connections across two drama text 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> -Able to analyse how meaning is shaped through language, structure and form -Able to annotate a novel effectively -Debate alternative ideas about a text and consider multiple readings -Able to articulate informed, personal and creative responses to literary texts 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> -Able to analyse how meaning is shaped through language, structure and form - Able to approach both drama texts in an increasingly perceptive and confident manner - Accurately use apt quotations / references from a text - Confidently organise increasingly sophisticated responses to both parts of the question
<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -allegory -ambiguous -caesura -enjambment -juxtaposition -metaphor -rhyme scheme -semantic field -speaker 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - tragedy - ante-bellum - imagery - context of production - context of reception - genre 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - connotation - voice - extended metaphor - symbolism - allusion 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - Jacobean era - malcontent - motif - Renaissance - Catholic 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - chronology - analeptic/proleptic - Modernism/Postmodernism 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - patriarchy - Renaissance - catharsis - hubris - tragedy - hamartia

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Assessment: main assessment marked against A Level mark scheme.

ENGLISH LITERATURE YEAR 12 CURRICULUM

Spring Half Term 2	Spring Half Term 2	Summer Half Term 1	Summer Half Term 1	Summer Half Term 2	Summer Half Term 2
NEA Post 2000 text research and writing	Pre 1900 Poetry	Unseen Poetry	Unseen Prose	Post 1900 Poetry Revision	Pre 1900 Poetry Revision
<u>Key Knowledge</u> - The plot and structure of both texts (their knowledge of the plot and structure of their post 2000 is independent) -How relevant critical theory links to the post 2000 text -How the context of production links to the text	<u>Key Knowledge</u> - An understanding of how poetic techniques can influence a reader -An understanding of what conventions / threads are common across the poetic work -An understanding of relevant context -An understanding of at least 10 poems from the Rossetti collection	<u>Key Knowledge</u> - Increased confidence with the identification and analysis of poetic terms -How to plan an unseen poetry response -How to work out the metre and structure of a poem -How to annotate an unseen poem effectively	<u>Key Knowledge</u> - Prose techniques and their influence on a reader -How societal changes influenced the literature of 1880-1910. -What the concept of Fin de Siecle is -What conventions would be expected in prose during 1880-1910 -How to engage with supporting statements and incorporate them into a written response	<u>Key Knowledge</u> -An understanding of what conventions / threads are common across the poetic works -An understanding of what the Postmodern period is and conventions of the literary era -How context of production and context of reception can affect a reading of the poetry	<u>Key Knowledge</u> -An understanding (on a thematic, linguistic, structural and contextual level) of the remaining poems from each poets' collections -An understanding of what conventions / threads are common across the poetic work
<u>Key Skills</u> - Able to craft comparative paragraphs with a clear and accurate expression -Accurately use apt quotations / references from texts -Able to form personal responses to texts	<u>Key Skills</u> - Able to craft a clear and accurate response to a Component 1 Section A (part i) question -To accurately use apt quotations / references from a text -Able to form personal responses to texts	<u>Key Skills</u> -Able to analyse how meaning is shaped through language, structure and form -Accurately use apt quotations / references from a text -Confidently organise increasingly sophisticated responses to the question	<u>Key Skills</u> -Able to analyse how meaning is shaped through language, structure and form -Accurately use apt quotations / references from a text -Effectively engage with the supporting statements in an unseen prose response	<u>Key Skills</u> -Able to analyse how meaning is shaped through language, structure and form -Accurately use apt quotations / references from a text -Confidently organise increasingly sophisticated responses to the question	<u>Key Skills</u> - To be able to analyse how meaning is shaped through language, structure and form - To accurately use apt quotations / references from a text - To confidently organise increasingly sophisticated responses to the question
<u>Key Vocabulary</u> - implicit - explicit - contrast - maxim - connotation	<u>Key Vocabulary</u> - Prelapsarian - Romanticism - sublime - allegory - imagery - syllable	<u>Key Vocabulary</u> -abstract -assonance -caesura -consonance -enjambment -plosive	<u>Key Vocabulary</u> - narrative voice - genre - characterisation - climax / anti-climax - analeptic / proleptic - atmosphere	<u>Key Vocabulary</u> - context of production - context of reception - contemporary - Postmodernism - allusion - symbolism	<u>Key Vocabulary</u> - abstract - allusion - symbolism - subjective - atmosphere - speaker

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 Assessment: main assessment marked against A Level mark scheme.

ENGLISH LITERATURE YEAR 13 CURRICULUM

Autumn Half Term 1	Autumn Half Term 1	Autumn Half Term 2	Autumn Half Term 2	Spring Half term 1	Spring Half Term 1
Hamlet	A Streetcar Named Desire and The Duchess of Malfi revision	Hamlet	Unseen Prose	Post 1900 Poetry revision	Pre 1900 Poetry revision
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The plot of <i>Hamlet</i> -The structure of <i>Hamlet</i> -How key characters develop over the play -An understanding of key contextual information -How Shakespeare engages with (and at times, subverts) the genre of Revenge Tragedy and engages with the conventions of drama 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> -How key characters develop throughout <i>Streetcar</i> and <i>Malfi</i> -Key quotations and moments from each play -The concept and conventions of Renaissance Drama -The concept and conventions of Southern Gothic -How both writers engage with Tragedy and tragic conventions 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The plot of <i>Hamlet</i> -The structure of <i>Hamlet</i> -How key characters develop over the play -An understanding of key contextual information -How a feminist / psychoanalytical critical interpretation influences our perception of Hamlet 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> -Prose techniques and their influence on a reader -How societal changes influenced the literature of 1880-1910. What the concept of Fin de Siecle -What conventions would be expected in prose during 1880-1910 because of these societal changes. -How to engage with supporting statements and incorporate them into a written response 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> -An understanding of what conventions / threads are common across the poetic works -How far the form and structure of each poem is central to presenting the theme -How each poet makes use of voice in their poetry 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> -An understanding of what conventions / threads are common across the poetic work -An understanding of relevant social, historical and literary context
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> -Close reading of an extract -Able to form a coherent, well organised response -Able to analyse the effects of Shakespeare's methods -Able to incorporate apt references into writing 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> -Confident discussion of critical theory -Able to form a coherent, well organised response -Able to analyse the effects of writers' methods -Able to incorporate apt references into writing -Able to integrate and examine the impact of context 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Forming an opinion based on an essay statement -Able to form a coherent, well organised response -Able to analyse the effects of Shakespeare's methods -Able to incorporate apt references into writing 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> -Able to analyse how meaning is shaped through language, structure and form -To accurately use apt quotations / references from a text -Able to form a coherent, well-organised response -Able to analyse the effects of writers' methods 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> -Able to analyse how meaning is shaped through language, structure and form -Able to read and summarise critical theory - Able to plan and craft coherent and engaged responses to exam questions - Able to create connections between texts 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> -Able to analyse how meaning is shaped through language, structure and form -Able to read and summarise critical theory - Able to plan and craft coherent and engaged responses to exam questions -Able to create connections between texts
<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - soliloquy - genre - revenge - Catholic - Protestant - Machiavellian 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> -anagnorisis -catharsis -hamartia -misogyny -patriarchy -peripeteia -Renaissance 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - volatility - foil - Freud - imperious - tragic - anagnorisis 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> passage - narrative voice - genre - chronology - shifts in focus / voice 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - didactic - subjective - objective - subconscious 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - contradictions - euphemism - allusion - implicit - symbol

Formative assessment through low stakes knowledge quizzing embedded into lesson starters/plenaries, knowledge recall and building on lesson activities. Regular knowledge check entry tasks which link to prior learning. Half termly prior learning recaps. Practice tasks with detailed Achievement and Challenge Task feedback on a half termly basis.

Assessment: main assessment marked against A Level mark scheme.

ENGLISH LITERATURE YEAR 13 CURRICULUM

Spring Half Term 2	Spring Half Term 2	Summer Term
Unseen Poetry	A Streetcar Named Desire and The Duchess of Malfi revision	Revision and exams
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> -Key poetic terminology -An understanding of how poetic techniques can influence a reader -An understanding of different genres of poetry -An understanding of how to work out a poem's metre and structure, and what this may suggest about its meaning 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> -The principles and conventions of drama -How key characters are developed in <i>Streetcar</i> and <i>Malfi</i> -The structure of each play -Key quotations and moments from each play -What feminist theory is and how it links to each play -How Webster engages with conventions of Renaissance Drama -How Williams engages with the concept of Southern Gothic 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Revision - tailored to the needs of the group
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Able to analyse how meaning is shaped through language, structure and form -Able to approach an unseen text in an increasingly perceptive and confident manner -Able to accurately use apt quotations / references from a text 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> Able to analyse how meaning in a drama text is shaped through language, structure and form -Accurately use apt quotations / references from a text - Able to plan and craft coherent and engaged responses to exam questions 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Revision - tailored to the needs of the group
<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> connotations - form - tone - volta - metre 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - Revenge tragedy - context of production - context of reception - antebellum - Renaissance 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - Revision - tailored to the needs of the group

Formative assessment through low stakes knowledge quizzing embedded into lesson starters/plenaries, knowledge recall and building on lesson activities. Regular knowledge check entry tasks which link to prior learning. Half termly prior learning recaps. Practice tasks with detailed Achievement and Challenge Task feedback on a half termly basis.
 Assessment: main assessment marked against A Level mark scheme.

MEDIA STUDIES YEAR 12 CURRICULUM

Autumn Half Term 1	Autumn Half Term 1	Autumn Half Term 2	Autumn Half Term 2	Spring Half term 1	Spring Half Term 1
<i>Media Language</i>	<i>Media Representations</i>	<i>Music Videos CSPs</i>	<i>Advertising and Marketing CSPs</i>	<i>Media Industries</i>	<i>Media Audiences</i>
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Key Media Language theories - How signs create meaning - How elements of media language, including narratology, influence meaning - Genre conventions and the significance of challenging and subverting these - The way media language incorporates ideologies and viewpoints 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Key Media Representations theories - The way events, issues, individuals and social groups are represented - The processes which lead media producers to make choices about representation - The effect of social, cultural and historical context on representations - How and why stereotypes can be used positively and negatively - How media representations convey values, attitudes and beliefs about the world 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The specific media language and representation choices made during the production of <i>Old Town Road</i> and <i>Ghost Town</i>, and the impact of these - How the historical, social, political, economic and cultural contexts impact the production of media texts and audience interpretations - How music videos can encode political messages 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The specific media language and representation choices made during the production of <i>Score</i> and <i>Sephora</i>, and the impact of these - How historical, social and cultural contexts impact the production of media texts and audience interpretations - How conventions of advertising are socially and culturally relative, dynamic and can be used in a hybrid way - The dynamic and changing relationships between media forms, products and audiences 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How processes of production and distribution shape media products - The role of regulation in global production, distribution and circulation - The significance of patterns of ownership and control - The regulatory framework of contemporary media in the UK the impact of 'new' digital technologies on media regulation - The significance of economic factors to media industries and their products 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How audiences are grouped and categorised by media industries - How media producers target, reach, address and construct audiences - How audiences use media in different ways, reflecting aspects of identity - How specialised audiences can be reached through different media technologies and platforms - How audience interpretations reflect social, cultural and historical circumstances
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Analyse media language use in unseen texts - Apply the theoretical framework to an unseen text - Structure a clear, concise response to an unseen exam question - Use accurate and relevant subject terminology in an unseen response 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Analyse media representation in unseen texts - Apply the theoretical framework to an unseen text - Structure a clear, concise response to an unseen exam question - Use accurate and relevant subject terminology in an unseen response 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Analyse a media text using Media Language theories and terminology - Apply theories of Representation to set texts - Structure a clear, concise response to an exam question - Use accurate and relevant subject terminology in an exam response 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Analyse a media text using Media Language theories and terminology - Apply theories of Representation to set texts - Structure a clear, concise response to an exam question - Use accurate and relevant subject terminology in an exam response 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Evaluate a range of media industries - Apply the theoretical framework to set texts - Structure a clear, concise response to an exam question - Use accurate and relevant subject terminology in an exam response 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Have an opinion on public discourses regarding values and beliefs - Apply and test out academic theories - Explore a range of critical positions and key thinkers - Demonstrate objective and evaluative thought
<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - sign - signifier / signified - connotation - myth - iconic / index / symbol - diegesis - intertextuality - hyperreality 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - stereotypes / countertypes - dominant ideology - hegemony - voyeurism - cultural imperialism - encoding / decoding - patriarchy 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - intertextuality - diaspora - discourse - ideology - aesthetics - mise-en-scene - performative music video - cinematography 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - anchorage - brand positioning - male gaze - discourse - misogyny - intersectionality - voyeurism 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - regulation - conglomerate - globalisation - horizontal/vertical integration - distribution - cultural imperialism - public service broadcasting - diversification 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - dominant reading - negotiated reading - oppositional reading - media literacy - encoding / decoding - prosumer - enculturation

Formative assessment through low stakes knowledge quizzing embedded into lesson starters/plenaries, knowledge recall and building on lesson activities. Regular knowledge check entry tasks which link to prior learning. Half termly prior learning recaps. Practice tasks with detailed Achievement and Challenge Task feedback on a half termly basis.
 Assessment: For **one** unit per half-term, tracked via Assessment trackers (component level)

MEDIA STUDIES YEAR 12 CURRICULUM

Spring Half Term 2	Spring Half Term 2	Summer Half Term 1	Summer Half Term 1	Summer Half term 2
<i>Film CSP</i>	<i>Newspapers CSPs</i>	<i>TV CSP 1</i>	<i>TV CSP 2</i>	<i>Paper 1 Revision then NEA</i>
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How <i>Blinded by the Light</i> is characteristic of a low-mid budget release - How and why the film industry regulated - The importance of genre and the significance of the use of recognisable music in the marketing of the film? 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The impact of technological change, including digital convergence, on the newspaper industry - How newspapers reach, address and position their audience - The significance of the social, political, economic and cultural contexts of the newspaper industry 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How gender roles, family structures, Danish culture and the political class system are represented throughout <i>The Killing</i> - How audiences can be reached, both on a national and global scale, through different media technologies and platforms - How <i>The Killing</i> explores contemporary political contexts of multiculturalism and debates the effects of immigration 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How <i>No Offence</i> explores the subversion of stereotypes, particularly around the representation of women and the police, and disability - The extent to which <i>No Offence</i> fulfils the demands of its PSB remit and Channel 4s commitment to be innovative and distinctive - How representations convey values, attitudes and beliefs around the world 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured - The extent to which the media products studied for Paper 1 are impacted by their contexts - How to apply the theoretical framework to communicate meaning in media products
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Apply the theoretical framework to set text - Structure a clear, concise response to an exam question - Use accurate and relevant subject terminology in an exam response - Refer to Audience theories in an exam response 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Apply the theoretical framework to set texts - Structure a clear, concise response to an exam question - Use accurate and relevant subject terminology in an exam response - Refer to Audience and Industries theories in an exam response 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Able to apply the theoretical framework - Able to analyse media products in depth - Demonstrate understanding of context on cultural outputs 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Application of the theoretical framework - Analysis of media products - Exploration of drama across sub-genres and digital forms 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Able to use time effectively in exam situations - Able to analyse media products, both unseen and pre prepared - Able to evaluate aspects of the theoretical framework and draw conclusions
<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - distribution - production - conglomerate - low-medium budget - social realist films - independent films - synergy - BBFC - VoD - hybridity 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - circulation - digital convergence - hard and soft news - news values - IPSO - tabloid - broadsheet - demographics - psychographics 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - Nordic noir - transnational culture - globalisation - police-procedural - Ofcom - audience positioning - hermeneutic code - narratology 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - social realism - hybridity - stereotypes and countertypes - PSB - distribution - diegetic and non-diegetic sound 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - sign - signifier/signified - ideology - patriarchy - discourse - postcolonialism - regulation - media effects - encoding/decoding - mainstreaming

Formative assessment through low stakes knowledge quizzing embedded into lesson starters/plenaries, knowledge recall and building on lesson activities. Regular knowledge check entry tasks which link to prior learning. Half termly prior learning recaps. Practice tasks with detailed Achievement and Challenge Task feedback on a half termly basis.

Assessment: For **one** unit per half-term, tracked via Assessment trackers (component level)

MEDIA STUDIES YEAR 13 CURRICULUM

Autumn Half Term 1	Autumn Half Term 1	Autumn Half Term 2	Autumn Half Term 2	Spring Half term 1
<i>Radio CSPs</i>	<i>Magazines CSPs</i>	<i>Online, Social, Participatory CSPs</i>	<i>Video Games CSPs</i>	<i>Paper 2 Revision</i>
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How radio has developed as an institution - How and why audiences react differently to the same media text - The techniques that radio broadcasts use to target their audiences and create audience appeal - The impact of the historical, social, political and cultural contexts of the radio industry in relation to <i>Newsbeat</i> and <i>The War of the Worlds</i> 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The set texts in relation to the four areas of the theoretical framework: Language, Representation, Industry and Audience - The extent <i>GQ</i> and <i>The Gentlewoman</i> conform to/subvert genre conventions - How <i>GQ</i> and <i>The Gentlewoman</i> represent masculinity and femininity - The institutional strategies for keeping print popular and relevant in the contexts of developing technology / competition from other brands 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - The set texts in relation to the four areas of the theoretical framework: Language, Representation, Industry and Audience - How online, social and participatory media texts create narratives about the world they are constructing - How particular groups (age, gender, race) are represented through the CSPs - How Zendaya constructs a young female identity - How <i>The Voice</i> constructs a Black British identity 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How the codes and conventions of a video game are used to influence meaning - How Samus Aran, <i>Horizon Forbidden West</i> and SIMs Freeplay can be analysed within the context of debates around gender representations in the gaming industry - The extent video games exert negative influences on the players 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - How to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured - The extent to which the media products studied are impacted by the contexts in which they are produced and received - How to effectively apply the media framework to set texts - How to analyse and respond to an unseen text
<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Apply the theoretical framework to two set texts - Analyse set texts in relation to their contexts - Construct a response to a 20 mark exam question that makes a clear judgement 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Demonstrate understanding of the theoretical framework of media - Evaluate academic theories - Make judgements and draw conclusions - Analyse set texts in relation to their contexts - Construct a response to a 25 mark exam question that makes a clear judgement 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Demonstrate understanding of the theoretical framework of media - Evaluate academic theories - Make judgements and draw conclusions - Analyse set texts in relation to their contexts - Construct a response to a 25 mark exam question that makes a clear judgement 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Demonstrate understanding of the theoretical framework of media - Evaluate academic theories - Make judgements and draw conclusions - Analyse set texts in relation to their contexts - Construct a response to a 25 mark exam question that makes a clear judgement 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Demonstrate understanding of the theoretical framework of media - Evaluate academic theories - Plan and construct a response to a 25 mark exam question that makes a clear judgement - Create effective revision resources - Use accurate subject terminology in a response
<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - demographics - psychographics - hybrid genre - media effects - news values - participatory media - regulation 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - conglomerate - discourse - genre conventions - hypermasculinity - metrosexuality - niche audience - postfeminism 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - stereotypes - specialised audiences - web 2.0 - convergence - 'End of audience' - news values - ideologies 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - media effects - binary opposition - hyperreality - conglomerate - misogyny - moral panic 	<p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> - signifier - signified - anchorage - textual poaching - globalisation - intersectionality

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 Assessment: For **one** unit per half-term, tracked via Assessment trackers (component level)

MEDIA STUDIES YEAR 13 CURRICULUM

Spring Half Term 2

Summer Term

Paper 1 Revision

Revision and exams

Key Knowledge

- How to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured
- The extent to which the media products studied are impacted by the contexts in which they are produced and received
- How to effectively apply the media framework to set texts
- How to analyse and respond to an unseen text

Key Knowledge

- Revision - tailored to the needs of the group

Key Skills

- Demonstrate understanding of the theoretical framework of media
- Evaluate academic theories
- Plan and construct responses to a range of Paper 1 style questions that draw clear judgements
- Create effective revision resources
- Use accurate subject terminology in a response

Key Skills

- Revision - tailored to the needs of the group

Key Vocabulary:

- sign
- conglomerate
- encoding
- decoding
- diegesis
- ethnocentric
- gatekeeping

Key Vocabulary:

- Revision - tailored to the needs of the group

Formative assessment through low stakes knowledge quizzing embedded into lesson starters/plenaries, knowledge recall and building on lesson activities. Regular knowledge check entry tasks which link to prior learning. Half termly prior learning recaps. Practice tasks with detailed Achievement and Challenge Task feedback on a half termly basis.

Assessment: For **one** unit per half-term, tracked via Assessment trackers (component level)