# CIM - Curriculum Intent Map English Language

## Exam board - GCSE: AQA  Exam board - A'Level: AQA

| | Knowledge | Skills | Understanding | Wider world |
|---|---|---|---|---|
| **Year 13** | Global language:<br>- Reasons for spread<br>- English as a lingua franca<br>- Case study (Singlish)<br>- Features of global English<br>- Attitudes to global English<br><br>Accent and dialect (including social groups):<br>-Examples of accents/dialects<br>-Changes over time<br>-Attitudes to accent/dialect<br>Gender:<br>-Deficit model<br>-Dominance model<br>-Difference model<br>-Diversity model<br><br>Occupation:<br>- Features of occupational talk<br>- Language of power<br>- Accommodation theory<br>- Jargon | - Close analysis using frameworks<br>- Perceptive analysis of language and viewpoints<br>- Comparison of language, form, purpose, audience<br>- Directed writing for specific audience<br><br>- Selecting and applying relevant theories<br>- Evaluating theories and ideas<br>- Responding to a critical statement and developing a clear argument | - how language varies because of personal, social, geographical and temporal contexts<br>- why language varies and changes, developing critical knowledge and understanding of different views and explanations<br>- attitudes to language variation and change<br>- the use of language according to audience, purpose, genre and mode<br>- how language is used to enact relationships. | - Globalisation and colonisation<br>- Responsibility of English as a global language<br>- Understanding from another perspective<br>- Pride in language<br>- Exploring attitudes of social class, gender, accent, young people<br><br>Cross-curricular:<br>- History (globalisation) |
| **Year 12** | Frameworks:<br>- Lexis and Semantics<br>- Phonology<br>- Graphology<br>- Grammar<br>- Pragmatics<br>- Discourse<br><br>Child Language Development<br>- Stages of language development (speech and writing)<br>- Features of language development (speech and writing)<br>- Features of care-giver interactions<br>- Theories of child language development<br><br>Language Change<br>- History of English language<br>- Lexis and semantic change<br>- Grammar change<br>- Reasons for language change<br>- Attitudes to language change | - Close analysis using frameworks<br>- Perceptive analysis of meaning and representations<br>- Comparison of language, form, purpose, audience<br><br>- Analysis of child's speech<br>- Analysis of caregiver's speech<br>- Selecting and applying relevant theories<br>- Evaluating theories and ideas<br>- Responding to a critical statement | How language is:<br>- shaped according to audience, purpose, genre and mode<br>- shaped according to context<br>- used to construct meanings and representations<br>- used to enact relationships between writers, speakers and audiences or between participants within a text.<br><br>- the functions of children's language<br>- phonological, pragmatic, lexical, semantic and grammatical development<br>- different genres of speech and writing<br>- different modes of communication (spoken, written, multimodal)<br>- theories and research about language development. | - Exploring changes in attitudes and ideas overtime<br>- Representations of gender<br>- impact of immigration<br><br>Visit to Hallcroft Infants to explore child language development in a classroom setting<br><br>Cross-curricular:<br>- Psychology (child development)<br>- History (history of English language / invasions / colonalisation) |

**Extra curricular activities**  **Careers links**  **Curriculum links**

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| **Year 11** | - Language features and terminology<br><br>- Features of persuasive writing<br>- Features of articles, speeches, leaflets, essays and letters<br><br>- Extensive vocabulary | - Decoding and understanding of an unseen text<br>- Select judicious textual detail<br>- Identify language features with accurate use of subject terminology<br>- Develop a critical response to a statement<br>- Make perceptive inferences<br><br>- Communicate convincingly<br>- Choose tone, style and register to match purpose and audience<br>- Crafting of vocabulary and linguistic devices<br>- Inventive use of structural features<br>- Ability to use fluently linked paragraphing and discourse markers<br>- Accurate sentence demarcation<br>- Range of sentence forms for effect<br>- Use Standard English consistently<br>- Accurate spelling | - Analyse the effects of the writer's choice of language<br>- Show perceptive differences between two non-fiction texts<br>- Perceptive understanding of the different ideas and perspectives in two non-fiction texts | - Debating of topical issues<br>- Changes in attitudes over time<br>- Moral, ethical purposes of texts<br>- Communication skills<br>- Presentation and oracy skills<br>- Use of Standard English<br><br>Cross-curricular:<br>- Persuasive writing skills<br>- Critical reading<br>- Evaluation |
| **Year 10** | - Language features and terminology<br>- Structure features and terminology<br>- Features of descriptive writing<br>- Features of narrative writing | | - Analyse the effects of the writer's choice of language<br>- Analyse the effects of the writer's choices of structural features<br>- Evaluate critically the effects on the reader | |
| **Year 9** | - Language and structure terminology<br><br>(see Literature CIM - combined teaching of Lang/Lit in KS3) | - Reading comprehension and inference<br>- Selects a range of relevant textual references<br>- Identification of a range of language features<br><br>- Clear, consistent communication<br>- Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices<br>- Effective use of structural features<br>- Writing is engaging, using a range of, clear connected ideas<br>- Coherent paragraphs with integrated discourse markers<br>- Range of punctuation is used<br>- Uses a variety of sentence forms for effect | - Evaluates clearly the effect(s) on the reader<br>- Shows clear understanding of writer's methods<br>- Makes a clear and relevant response to the focus of the text / question | **Discussion of:**<br>Mental illness<br>Differing personalities<br>Exploring other cultures<br>Experiences different genres<br>**Love of Literature:**<br>Texts chosen to engage<br><br>**Trip:**<br>Shakespeare trip to Stratford<br><br>Cross-curricular:<br>History (racism in America, communism, James I) |
| **Year 8** | - Language terminology<br><br>(see Literature CIM - combined teaching of Lang/Lit in KS3) | - Selects appropriate textual reference(s)<br>- Identification of language features / effective word choices<br><br>- Communication is generally clear<br>- Vocabulary clearly chosen for effect and appropriate use of linguistic devices<br>- Usually effective use of structural features<br>- Writing is engaging, with a range of connected ideas<br>- Usually coherent paragraphs with range of | - Makes some evaluative comment(s) on effect(s) on the reader<br>- Shows some understanding of writer's methods<br>- Makes some response to the focus of the text / question | **Discussion of:**<br>Morality, crime and punishment<br>Political opinions<br>Exploring cultural differences<br>Effects of privilege and disadvantage<br>**Love of Literature:**<br>Fortnightly LRC lesson<br>Reading for pleasure<br><br>**Trip:** |

**Extra curricular activities**  **Careers links**  **Curriculum links**

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|---|---|---|---|---|
| | | discourse markers<br>- Some control of a range of punctuation<br>- Attempts a variety of sentence forms | | Southwell Workhouse to develop contextual knowledge<br><br>Cross-curricular:<br>RE (racism, prejudice)<br>History (Victorian England, workhouses) |
| **Year 7** | (see Literature CIM - combined teaching of Lang/Lit in KS3) | - Comprehension / inference<br>- Selects relevant textual reference(s)<br>- Identification of COMPASS and ARRESTED techniques<br>- Communicates with some sustained success<br>- Conscious use of vocabulary with some use of linguistic devices<br>- Some use of structural features<br>- Increasing variety of linked and relevant ideas<br>- Some use of paragraphs and some use of discourse markers<br>- Commas used securely | - Makes simple, limited evaluative comment(s) on effect(s) on reader<br>- Shows limited understanding of writer's methods<br>- Makes a simple, limited response to the text / question | **Discussion of:**<br>WW1 and soldiers experiences<br>Morality of war / corporal punishment<br>**Love of Literature:**<br>Fortnightly LRC lesson<br>Reading for pleasure<br>Debating<br>Journalism<br>Cross-curricular:<br>• RE (origin stories)<br>• History (WW1) |

**At The Elizabethan Academy we offer a curriculum that:**

- is broad, balanced, inspiring and inclusive
- builds confidence, independence and **resilience**
- encourages students to develop the **skills, knowledge and understanding** required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects
- raises students' aspirations through promoting academic excellence
- develops students' **social and cultural knowledge**, skills and understanding
- develops students' **respect for spiritual and moral values**, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification
- prepares students for the world of work in a rapidly changing world.

**Careers**

The English curriculum helps students build important skills like reading, writing, speaking clearly, and thinking critically. These are not only essential for school, but also for many careers—like those in media, law, teaching, and publishing. Strong communication skills are a major focus, helping students express their ideas with clarity and confidence. They also learn how to listen actively and respond thoughtfully—skills that are valuable in any personal or professional setting. Students read and discuss texts that reflect real-world issues and situations they may face in the workplace. Along the way, they develop flexible skills—like communication, creativity, and analysis—that are useful in a wide range of jobs and everyday life.

| Year 10 | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
|---|---|---|---|---|---|---|

**Extra curricular activities**  **Careers links**  **Curriculum links**

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## Exam board - GCSE: AQA  Exam board - A'Level: AQA

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|  | Descriptive writing<br>- Techniques<br>- Structure<br>- Vocabulary<br>- SPaG | Paper 1 Reading section Q1-4<br>- Comprehension<br>- Language analysis<br>- Techniques<br>- Word class<br>- Structure<br>- Evaluation | Narrative writing<br>- Techniques<br>- Structure<br>- Vocabulary<br>- SPaG | - Paper 1 Reading section Q1-4 Comprehension<br>- Language analysis<br>- Techniques<br>- Word class<br>- Structure<br>- Evaluation | Persuasive writing<br>- Techniques<br>- Structure<br>- Vocabulary<br>- SPaG | Paper 2 Question 3<br>- Language analysis<br>- Techniques<br>- Word class<br><br>Speaking & Listening |
|  | Full Paper 1 Question 5 exam question worth 40 marks | Full Paper 1 Questions 1- 4 worth 40 marks<br>Q1 – 4 marks<br>Q2 – 8 marks<br>Q3 – 8 marks<br>Q4 – 20 marks | Full Paper 1 Question 5 exam question worth 40 marks | Full Paper 1 Questions 1- 4 worth 40 marks<br>Q1 – 4 marks<br>Q2 – 8 marks<br>Q3 – 8 marks<br>Q4 – 20 marks | Full Paper 1 Question 5 exam question worth 40 marks | Mock exam<br>Full Paper 1 – 80 marks<br>Part Paper 2 – 56 marks<br>S&L – recorded and graded |
| <br>**Embed your knowledge** | Using a range of images online plan a description<br>Using an image, draw four boxes around key elements - what order can they write it in?<br>Learn key vocabulary<br>Practice use of SPaG | Learn key terminology e.g. metaphors/shift in focus<br>Learn key word class e.g. adverbs<br>Practice reading at pace – time 10 minutes and mark how far you've got<br>Read a range of genres<br>Make a list of new vocabulary | Using a range of story opening ideas and plan what to write<br>Using an image, draw four boxes around key elements - what order can they write it in?<br>Learn key vocabulary<br>Practice use of SPaG | Learn key terminology e.g. metaphors/shift in focus<br>Learn key word class e.g. adverbs<br>Practice reading at pace – time 10 minutes and mark how far you've got<br>Read a range of genres<br>Make a list of new vocabulary | Using a range of controversial topics and plan an argument<br>Using an image, draw four boxes around key elements - what order can they write it in?<br>Learn key vocabulary<br>Practice use of SPaG | Learn key terminology e.g. metaphors/shift in focus<br>Learn key word class e.g. adverbs<br>Practice reading at pace – time 10 minutes and mark how far you've got<br>Read a range of genres<br>Make a list of new vocabulary |
| Extend your learning<br> | Explore Literary Genres<br>Explore extended metaphors | Watch the News daily and discuss issues<br>Read a diverse range of short stories<br>Have debates at home about societal topics | Explore Literary Genres<br>Read myths and folklores<br>Explore extended metaphors | Watch the News daily and discuss issues<br>Read a diverse range of short stories<br>Have debates at home about societal topics | Research key debate topics e.g. environment, education<br>Consider different perspectives and voices – how would a bus driver feel? How would the CEO of Mercedes feel? | Watch the News daily and discuss issues<br>Read a diverse range of short stories<br>Have debates at home about societal topics |

| Year 11 | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
|---|---|---|---|---|---|---|
| | Paper 2 Questions 2 and 4<br>- Inference<br>- Comparison<br>- Language analysis<br>- Viewpoints | - Paper 1 and 2 walkthrough Comprehension<br>- Language analysis<br>- Techniques<br>- Word class | Paper 1 Questions 1-5 (Description and Narrative writing)<br>- Comprehension<br>- Language analysis<br>- Techniques | Paper 2 Questions 1-5 (Persuasive writing)<br>- Language analysis<br>- Techniques<br>- Word class<br>- Inference | | |

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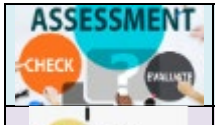
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|---|---|---|---|---|---|---|
|  | | - Structure<br>- Evaluation<br>- Inference<br>- Comparison<br>- Viewpoints | - Word class<br>- Structure<br>- Evaluation<br>- Vocabulary<br>- SPaG | - Comparison<br>- Language analysis<br>- Viewpoints<br>- Vocabulary<br>- SPaG | | |
|  | Question 2 assessment – 8 marks<br><br>Question 4 assessment – 16 marks | Full Paper 1 worth 80 marks<br>Q1 – 4 marks<br>Q2 – 8 marks<br>Q3 – 8 marks<br>Q4 – 20 marks<br>Q5 – 40 marks<br>Full Paper 2<br>Q1 – 4 marks<br>Q2 – 8 marks<br>Q3 – 12 marks<br>Q4 – 16 marks<br>Q5 – 40 marks | Question 5 assessment – 40 marks | Full Paper 1 worth 80 marks<br>Q1 – 4 marks<br>Q2 – 8 marks<br>Q3 – 8 marks<br>Q4 – 20 marks<br>Q5 – 40 marks<br>Full Paper 2<br>Q1 – 4 marks<br>Q2 – 8 marks<br>Q3 – 12 marks<br>Q4 – 16 marks<br>Q5 – 40 marks | | |
| <br>**Embed your knowledge** | Read Non-Fiction texts<br>Read 19th Century texts<br>Compare writer's attitudes<br>Learn Question 2 and Question 4 structure | Learn each question type (timings, structures, techniques)<br>Complete past papers | Using a range of images online plan a description<br>Using an image, draw four boxes around key elements - what order can they write it in?<br>Learn key vocabulary<br>Practice use of SPaG | Learn each question type (timings, structures, techniques)<br>Complete past papers | | |
| Extend your learning<br> | Visit Southwell Workhouse<br>Read fiction and non-fiction<br>Read online articles | Play word games to stretch vocabulary<br>Complete writing competitions e.g. BBC 500 word challenge | Visit Southwell Workhouse<br>Read fiction and non-fiction<br>Read online articles | Visit Southwell Workhouse<br>Read fiction and non-fiction<br>Read online articles | | |

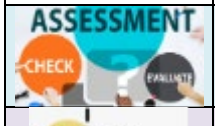
| Year 12 | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
|---|---|---|---|---|---|---|
|  | • | • | • | • | • | • |

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|   | • | • | • | • | • | • |
|  **Embed your knowledge** | • | • | • | • | • | • |
| Extend your learning  | • | • | • | • | • | • |

| Year 13 | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
|---|---|---|---|---|---|---|
|  | • | • | • | • | • | • |
|   | • | • | • | • | • | • |
|  **Embed your knowledge** | • | • | • | • | • | • |
| Extend your learning  | • | • | • | • | • | • |

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## Exam board - GCSE: AQA  Exam board - A'Level: AQA

**Extra curricular activities**

**Careers links**

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