

Year 13 Topics

In year 13 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS5 and onward into undergraduate courses.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Child Language Acquisition Teacher A* <i>*Continued from Summer term Year 12</i> <i>Autumn HT7</i>	Students will develop their understanding of the ways that children acquire language. This will encompass aspects of spoken language, but the focus in HT7 will turn increasingly to the ways that children become literate users of language. Students will build upon their understanding of linguistic theories, case studies and features related to language acquisition	Child Language Acquisition - Understanding the ways in which children learn to talk and the related theories surrounding language acquisition. - Understanding environmental factors influencing language development (speech, reading, writing). - Understanding the importance of early reading to literacy development/how children learn to read. - Understanding the stages of writing development in relation to handwriting, spelling, lexis, grammar.	Core vocabulary – spoken language <i>Nativism, behaviourism, social interactionism, operant conditioning, consonant cluster, virtuous error, critical period, scaffolding, cognitive development, IRF (initiation, response, feedback), paralinguistics, usage-based linguistics</i> Spoken language communicative competence, proto words, pre-verbal, holophrastic, two-word stage, telegraphic/post-telegraphic, cooing, babbling, paralinguistics, reduplicated words, diminutives, addition, substitution, assimilation, deletion, consonant cluster reductions, content words, grammatical words, nativist, behaviourist, operant conditioning, positive/negative reinforcement, LAD (Language Acquisition Device), tabula rasa, universal grammar,	- Analytical skills related to the application of language levels and appropriate linguistic/grammatical knowledge when exploring spoken/written data (AO1). - Analytical and evaluative skills when applying knowledge of a range of theories and concepts related to child acquisition of language (AO1/AO2). Enrichment - E-Magazine subscription. - Audio/video podcasts. - Period 7 support sessions. - Educational visits/outside speakers when possible.

	whilst considering the processes involved in learning to read and write. They will use an evaluative approach which has been established in Yr12 (Language varieties). Why this? Why now? This continues the unit on CLA that is started prior to the summer break.		virtuous errors, critical period, cognitive development, LASS (Language Acquisition Support System), scaffolding, egocentricity, object permanence, MKO (More Knowledgeable Other), zone of proximal development, usage based linguistics, CDS (Child Directed Speech), expansion, recast, mitigated imperatives, politeness features, IRF (Initiation, Response, Feedback), over and underextension, hyponym, hypernym, Wug test, free and bound morphemes, MLU (Mean length of utterance), copula verb, negative acquisition Core vocabulary – literacy <i>Phonics, oracy, literacy, synthetic phonics, analytic phonics, onset and rime, gross and fine motor skills, directionality, under and overgeneralisation, cursive, print and casual cursive script</i> Reading and written language grapheme, phoneme, look and say approach, phonic approach, synthetic/analytic phonics, onset/rime, reading scheme, oracy,	
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			literacy, tripod grip, gross and fine motor skills, directionality, emergent writing, spelling stages, creative v rule based models or writing skill acquisition, genre, audience, purpose, genre-based literacy, expressive/poetic/transactional writing, cursive, print, casual cursive script, homonyms, homophones, undergeneralisation, overgeneralisation, omission, substitution, transposition, insertion, digraphs	
Language Change Teacher B* <i>*Continued from summer term Year 12</i> <i>Autumn HT7</i>	Students will develop their understanding of the ways that language changes over time as well as the reasons for these changes. They will understand how to take an evaluative approach to the debates involving language change, drawing	Language change • Understanding the ways that the English language has changed over time. • Understanding the reasons why language changes. • Understanding the debates about language change.	Core vocabulary <i>(Language change) prescriptivism, descriptivism, neologism, inkhorn terms, amelioration, pejoration, standardisation, loan words, orthography, compounding, clipping, blending, assimilation, omission, pedant</i> prescriptivism, descriptivism, synchronic change, lexical change, neologisms, loan words, coinage, compounding, clipping, blending, acronym, initialism, affixation, conversion/functional shift, eponym, back formation, endangered words, lexical loss,	• Analytical and evaluative skills in relation to the exploration of theories and linguistic exemplification (AO1/AO2) • Analytical skills in applying a range of appropriate and relevant language levels (AO1). • Analytical and evaluative skills in applying linguistic knowledge to exemplification. • Wider reading re: causes and factors related to language change (AO2) Enrichment ○ E-Magazine subscription. ○ Audio/video podcasts. ○ Period 7 support sessions. ○ Educational visits/outside speakers when possible.

	upon their knowledge of theories and case studies from Year 12. Why this? Why now? This is a continuation of the LC unit that is started prior to the summer break.		Inkhorn Controversy, inkhorn terms, change from above/below, semantic change, neosemy, generalisation/broadening, specialising/narrowing, amelioration, pejoration, weakening/bleaching, metaphor, euphemism, polysemy, external/internal factors, orthography, spelling reform, grammatical change, grammar pedants, stative verb, standardisation, 'damp spoon syndrome', 'crumbling castle', 'infectious disease', assimilation, omission, neatening/regularisation, random fluctuation/cultural transmission, diffusion and S-curve, substratum v borrowing	
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World Englishes and language varieties Teacher A <i>Autumn HT8</i>	Students will develop their knowledge and understanding of the ways that English is adapted around the world. They will explore the reasons for the primacy of English as a global language as well as the different features of world Englishes. This unit builds upon existing knowledge of language varieties and change from Years 12 and 13. They will understand how to take an evaluative approach to the debates related to the use of English around the world.	World Englishes • Understanding of the different types of English used around the world. • Understanding the reasons why English is a global language. • Understanding the different varieties of English that are used around the world, exploring case studies and gaining knowledge of precise examples of linguistic forms (e.g. Canadian, Indian English). • Understanding attitudes to language change in relation to prescriptivist/descriptivist stances. There is an opportunity here to revisit and expand upon previous work related to ethnic varieties of English: • Understanding that English can be used and adapted by different ethnicities within and beyond the United Kingdom.	Core vocabulary <i>World Englishes, ELF, creole, patois, contact language, EFL, random fluctuation/cultural transmission</i> World Englishes L1/L2, World Englishes, models of English diversity, ELF (English as a lingua franca), Kachru's 'three circles model', Schneider's 'dynamic model' of post colonial Englishes. Language and ethnicity nationality, creole, patois, resistance identity, super-standard forms, British Black English (BBE), Multicultural Urban British English (MUBE), code mixing, code switching, linguistic appropriacy, representations of ethnicity, sociolects, ethnolects, ethnocentricism	Enrichment ○ E-Magazine subscription. ○ Audio/video podcasts. ○ Period 7 support sessions. ○ Educational visits/outside speakers when possible.
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	Why this? Why now? Having established an understanding of the ways that language has changed over the centuries, we now consider the importance of the English language on a global scale as well as anticipating how it might develop in the future.			
Meanings and representations Teacher B <i>Autumn HT8</i>	This is the beginning of the <i>revision</i> process in preparation for the mock examinations. Please see the rationale for this unit in Year 12.	See the notes and content in the Year 12 (HT1/2) topic list for coverage, vocabulary and skills.	See the notes and content in the Year 12 (HT1/2) topic list for coverage, vocabulary and skills.	See the notes and content in the Year 12 (HT1/2) topic list for coverage, vocabulary and skills. Enrichment ○ E-Magazine subscription. ○ Audio/video podcasts. ○ Period 7 support sessions. ○ Educational visits/outside speakers when possible.

	Why this? Why now? This is the beginning of the process of revision that will, ultimately, lead students towards their mock exams.			
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Language discourses Teacher A <i>Spring HT9</i>	This is a revision module for Paper 2 Questions 3 and 4. Please see the rationale for this unit in Year 12. Why this? Why now? This is the beginning of the process of revision that will, ultimately, lead students towards their mock exams.	See the notes and content in the Year 12 (HT4/5) topic list for coverage, vocabulary and skills.	See the notes and content in the Year 12 (HT4/5) topic list for coverage, vocabulary and skills.	See the notes and content in the Year 12 (HT4/5) topic list for coverage, vocabulary and skills. Enrichment ○ E-Magazine subscription. ○ Audio/video podcasts. ○ Period 7 support sessions. ○ Educational visits/outside speakers when possible.

Language change/Language varieties Teacher B <i>Spring HT9</i>	This is a revision module for Paper 2 Section A (Q2 – language change focus). Please see the rationale for this unit in Year 12. Why this? Why now? This is the beginning of the process of revision that will, ultimately, lead students towards their mock exams.	Language change/language varieties Understanding how to apply knowledge of language change in a Paper 2A (Q2) response See Year 12 (HT6) and Year 13 (HT7) for notes, content, vocab and skills.	See Year 12 (HT6) and Year 13 (HT7) for notes, content, vocab and skills.	See Year 12 (HT6) and Year 13 (HT7) for notes, content, vocab and skills. Enrichment ○ E-Magazine subscription. ○ Audio/video podcasts. ○ Period 7 support sessions. ○ Educational visits/outside speakers when possible.
Revision - CLA - Paper 2A - Paper 2B Teacher A <i>Spring HT10</i>	At this point in the academic year, the teacher will cover the areas listed on the left so that weaknesses are addressed. Therefore, there is flexibility in	See previous notes, content, vocab and skills for CLA, Language Varieties and Language Discourses.	See previous notes, content, vocab and skills for CLA, Language Varieties and Language Discourses.	See previous notes, content, vocab and skills for CLA, Language Varieties and Language Discourses. Enrichment ○ E-Magazine subscription. ○ Audio/video podcasts. ○ Period 7 support sessions. ○ Educational visits/outside speakers when possible.

	the latter stages of the course for teachers to choose topics/coverage. Why this? Why now? Teachers are the 'experts' within their classrooms. Using the outcomes from formative and summative assessments, as well as their own professional knowledge, the class teacher will address areas of weakness in these lessons.			
Revision • Language change • Paper 1A Teacher B	At this point in the academic year, the teacher will cover the areas listed on the left so that weaknesses are addressed.	See previous notes, content, vocab and skills for Language Change, Paper 1A (Meanings and Representations).	See previous notes, content, vocab and skills for Language Change, Paper 1A (Meanings and Representations).	See previous notes, content, vocab and skills for Language Change, Paper 1A (Meanings and Representations). Enrichment ○ E-Magazine subscription.

Spring HT10	Therefore, there is flexibility in the latter stages of the course for teachers to choose topics/coverage. Why this? Why now? Teachers are the 'experts' within their classrooms. Using the outcomes from formative and summative assessments, as well as their own professional knowledge, the class teacher will address areas of weakness in these lessons.			○ Audio/video podcasts. ○ Period 7 support sessions. ○ Educational visits/outside speakers when possible.
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment

Revision • CLA • Paper 2A • Paper 2B Teacher A <i>Summer HT11</i>	At this point in the academic year, the teacher will cover the areas listed on the left so that weaknesses are addressed. Therefore, there is flexibility in the latter stages of the course for teachers to choose topics/coverage. Why this? Why now? Please see rationale above.	See previous notes, content, vocab and skills for CLA, Language Varieties and Language Discourses.	See previous notes, content, vocab and skills for CLA, Language Varieties and Language Discourses.	See previous notes, content, vocab and skills for CLA, Language Varieties and Language Discourses.
Revision • Language change • Paper 1A Teacher B <i>Summer HT11</i>	At this point in the academic year, the teacher will cover the areas listed on the left so that weaknesses are addressed. Therefore, there is flexibility in the latter stages of the course for	See previous notes, content, vocab and skills for Language Change, Paper 1A (Meanings and Representations).	See previous notes, content, vocab and skills for Language Change, Paper 1A (Meanings and Representations).	See previous notes, content, vocab and skills for Language Change, Paper 1A (Meanings and Representations).

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