



The Sutton Academy

Knowledge Rich Curriculum Plan

A level Combined English

Year 13: NEA and Paris

Unit 1				
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Assessment
Lesson 1: Mile by Mile	<i>Students will know that graphology is a level of analysis along with phonology, vocabulary, grammar and semantics. It includes the study of layout, the use of logos and any other feature of graphical communication.</i> <i>Students will know that a premodifying adjective is an adjective that comes before the most important word (the head), and adds information about it. For example, in the noun group 'the best people', 'best' is the premodifying adjective.</i> <i>Students will be able to consider links with Stories are Waiting in terms of representation – the journey to Paris being part of the Parisian experience, especially when arriving by rail.</i> <i>Students will know that semantics refers to the branch of linguistics and logic concerned with meaning. The two main areas are logical semantics, concerned with matters such as sense and reference and presupposition and implication, and lexical semantics, concerned with the analysis of word meanings and relations between them.</i> <i>Students will be able to explore why the “Gar du Nord” is so grand in appearance – can make links to other ornate stations they may know of – think about what this suggests about Paris and the impression they Parisians of the past were hoping to #give to passengers upon their arrival in the city.</i> <i>Students will know that the use of lexis can often give us an idea of the ideal reader. The lexis in this text is fairly accessible with some low frequency lexis. This suggests that the ideal reader is someone with a reasonable level of education along with an interest in travel and/or train travel.</i>	<i>Cartographer – a person who draws or produces maps.</i> <i>Idiom - a group of words established by usage as having a meaning not deducible from those of the individual words (e.g. over the moon, see the light).</i> <i>Cataphora/ Cataphoric Reference - the use of a word or phrase that refers to or stands for a later word or phrase (e.g. the pronoun he in he may be approaching 37, but Jeff has no plans to retire from the sport yet).</i>	<i>Students will already know that mode refers to different ways that texts can be presented. Image, writing, layout, speech and moving images are all examples of different kinds of modes.</i> <i>Students will already have clear ideas around representation of Paris and what tourists hope to find in the city.</i> <i>Student have previously studied “Stories are Waiting” and may be able to make connections between the texts.</i> <i>Students will have some knowledge of how Paris is typically represented. They will also know how a journey to Paris has been represented in other text and what we can infer from this.</i>	

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Lesson 2: Paris City Guide	<i>Students will know how a text can be constructed to presented an unbiased view. This will chiefly be achieved through lexical choices. It is important that students understand the purpose of a piece of a travel writing and how the “impersonal voice” and “” are conventional of the genre.</i> <i>Students will know that writers must avoid subjectivity in their work, for a piece of travel writing to be successful. This is in line with the theories of Karl Thompson. It would be useful for students to understand that travel writers often adopt the style of a “Cartesian Eye” surveying the surrounding scene. This can be demonstrated in this text. In this sense the writer (like Descartes who postulated on the division between mind and body) is something of a disembodied eye.</i>	<i>Cartesian – relating to Descartes and his ideas.</i> <i>Subjective - based on or influenced by personal feelings, tastes, or opinions.</i>	<i>Students will already know that semantics refers to the branch of linguistics and logic concerned with meaning.</i> <i>Students will already know the difference between a proper noun, a concrete noun and an abstract noun.</i>	
Lesson 3: NEA 1 – References	- Students will know how to produce references in the correct way. - Students will understand the necessity of producing references at the end of their written work. Students will know that the Chicago style of referencing is an "author-date" style, so the citation in the text consists of the author(s) name and year of publication given wholly or partly in round brackets.	Tier 2 <u>Academic:</u> <u>Expression:</u> <u>Sophistication:</u> Tier 3 <u>Bibliography:</u> <u>Citation:</u>	<i>Students need to already know what a reference is.</i> <i>Students need to already know why we have to name our references in a piece of critical writing.</i>	
Lesson 4: Paris Revision 2 - Personal Narrative: Anna	- Students will know the function of fillers and back-channelling when we speak. - Students will know how to identify and discuss a pause in speech.	Tier 2 <u>Cuisine:</u> <u>Sophistication:</u> <u>Architecture:</u> Tier 3 <u>Mode:</u> <u>Filler:</u> <u>Fluency:</u>	<i>Students need to already have a bank of understanding around French culture.</i> <i>Students need to already know how people communicate.</i>	
Lesson 5: Paris Revision 3: Personal Narrative: Zara	- Students will know that purpose and function of a pause in spontaneous speech. - Students will know how to discuss the spoken feature of interruptions. They will also be able to discuss this in relation to some linguistic theory. Especially interruptions in line with the dominance theory.	Tier 2 <u>Cuisine:</u> <u>Spontaneous:</u> <u>Parisian:</u> Tier 3 <u>Mode:</u> <u>Filler:</u> <u>Fluency:</u>	<i>Students need to already know what a filler is and how this is relevant to our study of spontaneous spoken language.</i> <i>Students need to already know some conventions of French life and Parisian cultural points which Zara will reference but not explain in her speech.</i>	

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Lesson 6: NEA 3: Editing Review Section	- Students will know that it is important to justify your decision in a piece of literary and linguistic criticism. - Students will know how to successfully edit and redraft an academic review of literary and linguistic texts. - Students will know how to select secondary reading which bolsters an argument being put forward in an academic essay.	Tier 2 Academic: Expression: Sophistication: Tier 3 Citation: Adaptation:	<i>Students need to already know the nature of literary criticism and what is expected from them.</i> <i>Students need to already know how. to analyse language, especially when reading with a specific viewpoint in mind.</i>	
Lesson 7: Paris Revision 4: Rick Steves' Walking Tour	- Students will know that. there is an important difference between scripted and spontaneous speech. They will be able to examine the overt and covert differences between the two. - Students will know how to analyse the purpose of a text of this kind. As Steves speaks with the purpose of educating and entertaining simultaneously his lexical choices are unique within the anthology.	Tier 2 Edification: Culture: Exploratory: Tier 3 Hyperbole: Mode: Contextualised:	<i>Students need to already know how the spoken mode varies from the writer form. They need to understand graphological features of transcribed speech including pauses.</i> <i>Students need to already know how to annotate a piece of text. Reading for meaning and analysing key lexical and semantic choices made by the writer and in this case the speaker too.</i>	
Lesson 8/9: Paris Revision 5 French Milk - X2	- Students will know that a multimodal text is often a digital text but can be a book, such as picture book, information text or graphic text. Multimodal texts require the processing of more than one mode and the recognition of the interconnections between modes. - Students will know how to identify the ideal reader of a text, they will also explore how this knowledge of audience shapes the texts we see. Will examine how this leads to variation in tone, style and graphological choices. - Students will now what a homodiegetic narrator is and how this impacts the tone of a text as well as how we analyse it.	Tier 2 Exploration: Culture: Architecture: Tier 3 Graphological: Mode: Contextualised:	<i>Students need to already know that in English mode refers to a way or manner in which something occurs or is experienced, expressed, or done. How we receive the message being conveyed.</i> <i>Students need to already know that graphology refers to the study of written and printed symbols and of writing systems.</i> <i>Students will already know about Paris' perceived reputation, especially as a romantic city. This is important for them when understanding the humour of the situation described; in which a young woman is on a romantic trip to Paris with her mother.</i>	

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Lesson 10: NEA 4: Redrafting Analysis Section	- Students will know that their analysis section forms the centrepiece of their coursework. - Students will know the specific linguistic devices they want to examine and the meaning they are hoping to read into each device used. - Students will know how to use secondary reading to inform and bolster the points they are making in their analysis. - Students will know how to express themselves in an appropriate and academic way. Students will know how to put forward a reasoned argument based on the reading they have done.	Tier 2 <u>Exploration:</u> <u>Advocate:</u> <u>Analysis:</u> Tier 3 <u>Stylistic:</u> <u>Derivation:</u> <u>Etymology:</u>	<i>Students need to already know that they must give credit and correctly reference any other source material they refer to in their essay.</i> <i>Students need to already know how to search for and include outside voices /theories in their work.</i>	
Lesson 11: NEA 5: Redrafting Conclusion	- Students will know that a quality conclusion involves both summary and overview of the arguments presented in the essay as a whole. - Students will know how to offer a comprehensive and persuasive final remark.	Tier 2 <u>Exploration:</u> <u>Comprehensive</u> <u>Persuasive:</u> Tier 3 <u>Stylistic:</u> <u>Mode:</u> <u>Expression:</u>	<i>Students need to already know that a conclusion is the piece of an essay which brings the piece to a close. They will have an awareness of (roughly) how long this should be too.</i> <i>Students need to already know how to write an academic piece of writing which is appropriate in tone and form.</i>	
Lesson 12: Paris - Ten Things	- Students will know that certain language features are typical of the blog mode. Such as colloquial language and possessive pronouns. - Students will know how to discuss the ideal reader in relation to a particular genre and mode of communication. - Students know that a blog functions in a very similar way to a diary. Both act as a repository of memories, however a key difference is that a blog is designed to be read publicly whereas a diary is private.	Tier 2 <u>Cuisine:</u> <u>Sophistication:</u> <u>Exploratory:</u> Tier 3 <u>Mode:</u> <u>Genre:</u> <u>Formality:</u>	<i>Students need to already know that in English mode refers to a way or manner in which something occurs or is experienced, expressed, or done. How we receive the message being conveyed.</i> <i>Screen reader support enabled.</i> <i>Students need to already know how Paris is represented publically and some key preconceptions which exist about the city in terms of culture, food and attitude.</i>	
Lesson 13/14: Foreign Correspondent	- Students will know that a memoir/autobiography is a historical account or biography written from personal knowledge. It is, in a similar way to a blog a form of storing and conveying memories. However, memoirs are more formal and permanent documents, sometimes of historic significance. - Students will know that memory can have a varying level of reliability. The Paris Anthology is part of the "Remembered Places" section of the specification and we cannot ignore the importance of memory in every text we encounter.	Tier 2 <u>Preoccupation:</u> <u>Contemporary:</u> <u>Mechanical:</u> <u>Benediction:</u> <u>Jaunty:</u> <u>Impressionable:</u> <u>Chronological:</u> Tier 3 <u>Homodiegetic:</u> <u>Narrator:</u> <u>Colloquial Language:</u>	<i>Students need to already know that different written modes have varying levels of formality and why that is.</i> <i>Students need to already know how to analyse a text based on a range of key characteristics. These may include but are not limited to: genre, mode, ideal reader and stylistic choices made by the writer.</i> <i>Students need to understand the difference between a literary and non-literary text. This is important when</i>	

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	Students will know that a foreign correspondent is a person who is employed to send news or comment from a foreign country.	<u>Juxtaposition:</u> <u>Metaphor:</u>	<i>examining a text of this nature which has elements of both.</i>	
Lesson 15:	- Students will know that the citation method we use is the author/date system. - Students will know how to correctly reference within their work and why this is important. There will also be a discussion of other citation methods in line with their university aspirations.	Tier 2 <u>Exploration:</u> <u>Plagiarism:</u> <u>Citation:</u> Tier 3 <u>Stylistic:</u> <u>Mode:</u> <u>Expression</u>	<i>Students need to already know that it is important to credit other writers with their work.</i> <i>Students need to already know that plagiarism is a serious offence in academic essay writing.</i>	
Lesson 16: NEA Final Check	- Students will know what a finished academic analysis should look like. - Students will know how to complete, check and draft their work before submitting their final draft to their teacher. - Students will have access to worked examples as a model of good before submitting their final pieces.	Tier 2 <u>Exploration:</u> <u>Comprehensive:</u> <u>Edification:</u> Tier 3 <u>Stylistic:</u> <u>Mode:</u> <u>Expression:</u> <u>Citation:</u>	<i>Students need to already know that plagiarism is a serious offence in academic writing.</i> <i>Students need to already know how to cite other works in the essays</i>	
Lesson 17: Paris - Fine French Food	- Students will know that constraint in English refers to the limitations which are acting upon a given text or mode. In this case for example, access to the internet is a constraint acting upon this text. - Students will know how to successfully analyse a text in this particular genre, they will know key features to comment on in a transcript and will carefully consider the purpose of the text when analysing persuasive techniques.	Tier 2 <u>Cuisine:</u> <u>Sophistication:</u> <u>Exploratory:</u> Tier 3: <u>Mode:</u> <u>Genre:</u> <u>Formality:</u>	<i>Students need to already know that in English mode refers to a way or manner in which something occurs or is experienced, expressed, or done. How we receive the message being conveyed.</i> <i>Screen reader support enabled.</i> <i>Students need to already know how Paris is represented publically and some key preconceptions which exist about the city in terms of culture, food and attitude.</i>	