

Hall Park Academy

English Curriculum Intent



Mission Statement

English has a pre-eminent place in education and society, meaning that all English teachers have a shared responsibility to ensure that all pupils are equipped for the demands of adulthood and the world of work. Our ethos, therefore, is for all pupils to be able to speak, read and write fluently so that they can communicate their ideas and emotions in a cogent and articulate manner.

English holds a fundamental place in the curriculum as language is power: it underpins all learning. Our mission is to provide a curriculum that is engaging, inspiring and challenging for all, regardless of starting point or ability. Our curriculum should ensure that pupils are enriched and inspired culturally, emotionally and spiritually, and transition into well rounded citizens of society.

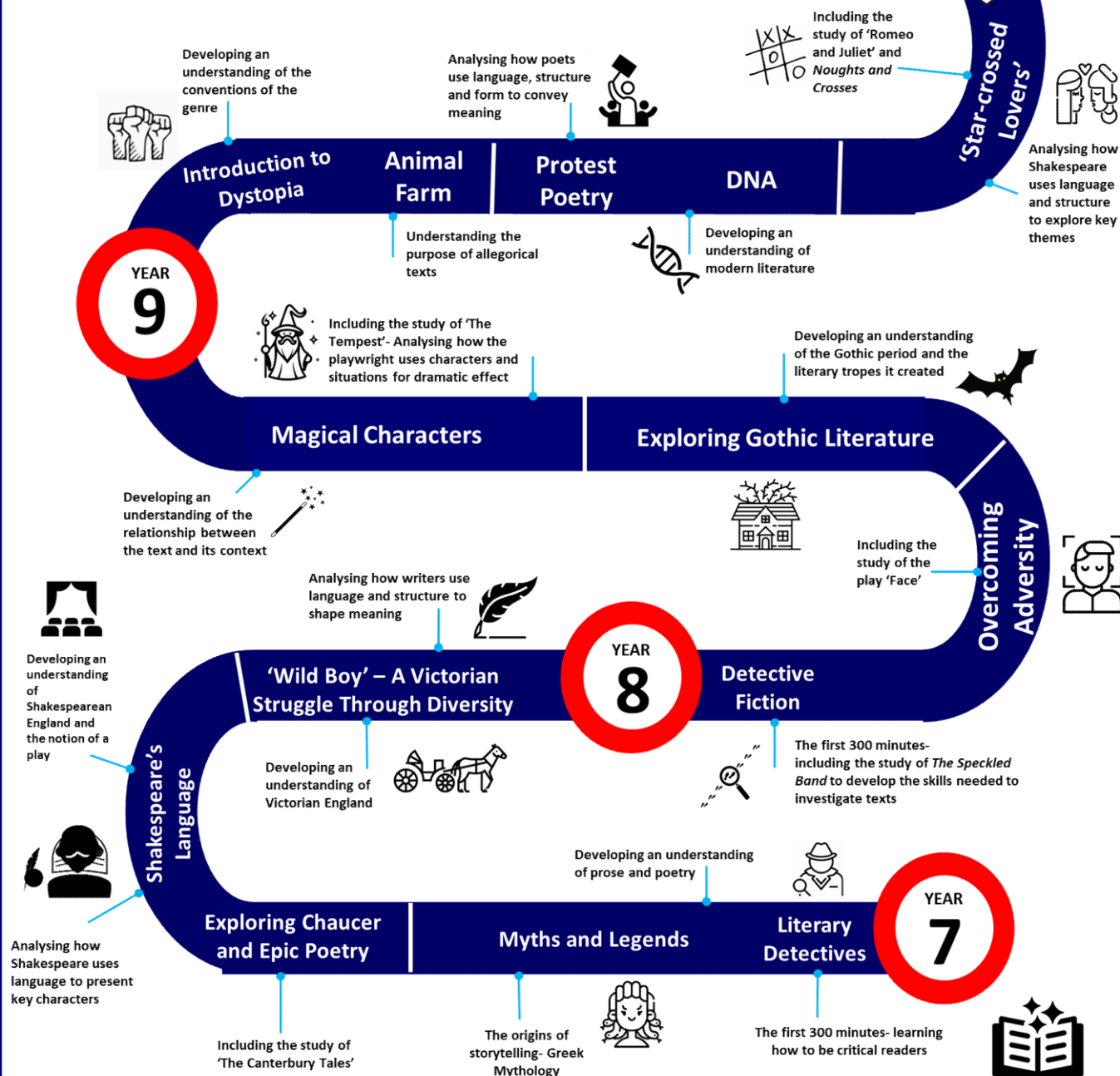
The English Curriculum

The English curriculum is mapped out over 5 years, with an optional 2 years of Post 16 study. The curriculum focuses on developing the knowledge, skills and understanding that students should acquire in order to be successful in a study of English Literature and Language. We hold firm the belief that knowledge and skills are intertwined and should be integrated when planning schemes of learning and, therefore, we value both equally. Sequential learning is imperative and our curriculum offers opportunities to practice skills over time to achieve mastery, as well as providing students with sequential knowledge to enrich their understanding of the subject.

Our curriculum, in line with the National Curriculum, promotes high standards of language and literacy by equipping students with a strong command of the spoken and written language. Our mission is to teach students to speak and write fluently to enable them to communicate their ideas, perspectives and viewpoints to others. English lessons should allow students to feel empowered to question and engage with a variety of viewpoints. Therefore, students are provided with regular opportunities to debate current issues, developing their critical thinking, articulacy and confidence with the spoken word.

English has a vital role to play in promoting SMSC and the fundamental British values. Through the value of texts, we are able to offer students a unique opportunity to develop not only academically, but culturally, emotionally, intellectually and socially. With this in mind, these concepts are at the forefront of text choices and thematic strands across the key stages. Studying English at Hall Park therefore helps to shape a student's sense of identity and moral standing, whilst constantly affording them the opportunity to be exposed to other opinions, ways of thinking, cultures and the broader world around them. It moreover requires pupils to reflect upon challenging questions and concepts related to human experience and the notion of what it means to be a good human being.

Our KS3 Learning Journey in English at the Hall Park Academy



English at the Hall Park Academy - 'Raising achievement for all'

Key Stage 4 Long Term Plan

Hall Park Academy - English Faculty

Y11 2024-25



	Y10 Literature (2 lessons)	Y10 Language (2 lessons)
HT1 Y10 (2023)	Hubris (6 lessons) A Christmas Carol	Paper 1 Skills
HT2 Y10 (2023)	A Christmas Carol	Paper 1 Skills
HT3 Y10 (2024)	Macbeth	Paper 2 Skills
HT4 Y10 (2024)	Macbeth	Paper 2 Skills
HT5 Y10 (2024)	An Inspector Calls	Paper 1 exam preparation
HT6 Y10 (2024)	Nov Mock Exam (Paper 1 – Macbeth and ACC) and then back to An Inspector Calls	Nov Mock Exam (Paper 1) Back to Paper 2 (Q5) and Spoken Language NEA
	Y11 Literature (3 lessons)	Y10 Language (2 lessons)
HT1 Y11 (2024)	Power and Conflict Poetry/ Unseen Poetry	Paper 2 Exam Approach
HT2 Y11 (2024)	Power and Conflict Poetry/ Unseen Poetry Mock Paper 2 (AIC, Poetry, Unseen Poetry)	Mock Paper 2 (3-4 weeks on Paper 2) Paper 1
HT3 Y11 (2025)	Paper 1 – 3 lesson cycle of text rotation	Paper 1
HT4 Y11 (2025)	Paper 2 – 3 lesson cycle of text rotation Formal assessment in lesson	Paper 2 Formal assessment in lesson
HT5 Y11 (2025)	Text cycle – revision focus	Cycle of key questions identified from QLA revision



Y10 2024-25 (Y11 2025-26)

	1 teacher per group – 4 lessons per week in Y10 and 5 lessons per week in Y11	
	Y10 Literature (2 lessons)	Y10 Language (2 lessons)
HT1 Y10 (2024)	Hubris as a concept and then A Christmas Carol	Paper 1
HT2 Y10 (2024)	A Christmas Carol	Paper 1
HT3 Y10 (2025)	Macbeth	Paper 2
HT4 Y10 (2025)	Macbeth	Paper 2 to Paper 1
HT5 Y10 (2025)	Mock Paper 1 An Inspector Calls	Mock Paper 1 Spoken Language during mock period
HT6 Y10 (2025)	An Inspector Calls	1 week (2 lessons) – record Spoken Language
	Y11 Literature (3 lessons)	Y10 Language (2 lessons)
HT1 Y11 (2025)	Power and Conflict Poetry/ Unseen Poetry	Paper 2 Exam Approach
HT2 Y11 (2025)	Power and Conflict Poetry/ Unseen Poetry Mock Paper 2 (AIC, Poetry, Unseen Poetry)	Mock Paper 2 Paper 1
HT3 Y11 (2026)	Paper 1 – 3 lesson cycle of text rotation	Paper 1
HT4 Y11 (2026)	Paper 2 – 3 lesson cycle of text rotation Formal assessment in lesson	Paper 2 Formal assessment in lesson
HT5 Y11 (2026)	Text cycle – revision focus	Cycle of key questions identified from QLA revision