



School's Curriculum Vision:

Hope Academy is a family, guided by Christian love, in which we serve our whole community with empathy and compassion, helping every member to flourish so all can pursue a rich and full life.

Our curriculum is designed to encourage a love of life-long learning, guided by the ultimate Christian value of love. We work to ensure that our curriculum makes our school's vision a reality and that every member of our Hope family can flourish and be the best that they can be.

Faculty: English 2024/2025

Subject Vision:

At Key Stage Three, a student-centred approach to activities will nurture independence, resilience and critical thought or consideration of a range of texts. All students will have opportunities to regularly engage with the skills that not only underpin the study of English but facilitate a fuller and wider engagement with the world around them. In engaging with texts which contain a range of voices, cultures and modes, students will gain greater insight into the world around them, expanding their own horizons and developing communication skills which will be integral to adult life in an increasingly diverse global community.

The key threads of independence, resilience and critical thought that run through the Key Stage 3 curriculum are maintained and extended at Key Stage 4.

The GCSE Literature examination texts are used to underpin the teaching of English Language at Key Stage Four. Students will, therefore, benefit from the transferable skills developed across the two subjects. As students engage with the texts and supplementary materials, they will experience the writer at work. This methodology will not only inspire their own writing but enable them to critique the work of others in a mindful, intellectual manner.

[Curriculum Policy](#)

Subject Curriculum Mapping – Overview

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Adventure and Mystery	Adventure and Mystery	Childhood and Home	Childhood and Home	Power (Shakespeare's <i>The Tempest</i>)	Power (Shakespeare's <i>The Tempest</i>)
	National Curriculum references & links	R1.1.1 R2.1/2.2/2.3	R1.1.1 R2.1/2.2/2.3	R1.1.1/1.1.2 R2.2/2.3/2.4	R1.1.1/1.1.2 R2.2/2.3/2.4	R1.1.1/1.1.2 R2.2/2.3/2.4	R1.1.1/1.1.2 R2.2/2.3/2.4

Year 7		R3.1/3.2/ 3.3/3.5/3.6 W – all / GV-all S1.1/1.2/1.3	R3.1/3.2/ 3.3/3.5/3.6 W – all / GV-all S1.1/1.2/1.3	R3.1/3.2/3.4/3.5/ 3.6 W – all / GV – all S1.1/1.3	R3.1/3.2/3.4/3.5/ 3.6 W – all / GV – all S1.1/1.3	R3.1/3.2/3.3/3.4/ 3.5/3.6 W-all / GV - all S1.1/1.3	R3.1/3.2/3.3/3.4/ 3.5/3.6 W-all / GV - all S1.1/1.3
	Summative Assessment Hope Academy Assessment Model.docx Subject Assessment Model Overviews <i>3 Core assessments across each year</i>	Week 7 – Reading (Comprehension and inference)		Week 19 – Transactional Writing		Week 31 – Reading (Evaluation) Week 31 – Creative Writing	
	Formative Assessment Hope Academy Assessment Model.docx Subject Assessment Model Overviews <i>9 core and 3 option across pieces planned across year</i>	Week 3 – Creative Writing	Week 9 – Transactional Writing Week 11- Writer at work	Week 21 – Reading - Evaluation	Week 22 – Creative Writing Week 25 - Writer at work		Week 36 - Writer at work Week 39 – Creative Writing
<p>Intent & Rationale: Curriculum rationale for each year - How is the <u>purpose and aim</u> of the curriculum for this year group linked to your subject vision? What do students’ study what they do when they do? Why is the curriculum <u>sequenced</u> in the way it is for this year group and how is it <u>progressive</u> and built upon each year?</p> <p>Year 7 Scheme 1 – Adventure and Mystery: This scheme seeks to investigate the limits of human discovery, endurance and endeavour. From early adventure narratives to modern blog posts, students will track the way in which humanity always seeks to explore the unknown.</p> <p>Year 7 Scheme 2 – Childhood and Home: What does it mean to be ‘at home’? Is it nature or nurture that impacts us most? Students will critically consider different narratives and visions of everyday life and consider their own place within a community, be that at home or in the wider world.</p> <p>Year 7 Scheme 3 – Power: Underpinned by the study of Shakespeare’s <i>The Tempest</i>. Students will consider the idea of ‘power’ and what it is to be powerful, its forms and making connections between Shakespeare, modern political speeches and social media posts.</p>							
<p>Reading & Literacy: References to key texts/books throughout the year that students are exposed to - English - Literary Canon Overview 2024-25.docx</p>							

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic	Fear	Fear	Fantasy and Imagination	Fantasy and Imagination	Prejudice (Shakespeare's <i>The Merchant of Venice</i>)	Prejudice (Shakespeare's <i>The Merchant of Venice</i>)
	National Curriculum references & links	R1.1.1 R2.2/2.3 R3.1/3.2/3.3/3.5/ 3.6 W-all/GV - all S1.1/1.3	R1.1.1 R2.2/2.3 R3.1/3.2/3.3/3.5/ 3.6 W-all/GV - all S1.1/1.3	R1.1.1/1.1.2 R2.2/2.3/2.4 R3.1/3.2/3.3/3.3 3.5/ 3.6 W – all/GV- all S1.1/1.3	R1.1.1/1.1.2 R2.2/2.3/2.4 R3.1/3.2/3.3/3.3 3.5/ 3.6 W – all/GV- all S1.1/1.3	R1.1.1 R2.2/2.3/2.5 R3.1/3.2/3.3/3.4/ 3.5 3.6 W – all/GV-all S1.1/1.2/1.3	R1.1.1 R2.2/2.3/2.5 R3.1/3.2/3.3/3.4/ 3.5 3.6 W – all/GV-all S1.1/1.2/1.3
	Summative Assessment <i>3 Core assessments across each year</i> Hope Academy Assessment Model.docx Subject Assessment Model Overviews	Week 8 – Transactional Writing		Week 19 – Reading (Summary)		Week 31 – Reading (Evaluation) Week 31 – Creative Writing	
	Formative Assessment <i>9 core and 3 option across pieces planned across year</i> Hope Academy Assessment Model.docx Subject Assessment Model Overviews	Week 2 – Writer at work Week 4 – Creative Write	Week 10 – Writer at work	Week 18 – Transactional Writing	Week 22 – Reading (Evaluation) Week 24 – Creative Writing	Week 28 – Writer at work	Week 32 - Writer at work Week 39 – Creative Writing
<p>Intent & Rationale:</p> <p>Curriculum rationale for each year - How is the <u>purpose and aim</u> of the curriculum for this year group linked to your subject vision? What do students' study what they do when they do? Why is the curriculum <u>sequenced</u> in the way it is for this year group and how is it <u>progressive</u> and built upon each year</p> <p>Year 8 Scheme 1 – Fear: In this multi-disciplinary scheme, students will engage with a range of texts from the Gothic genre to modern film releases, medieval superstition to contemporary urban myths. Students will critically consider not only the intentions of writers, but why we – as audiences – are consistently drawn to that which scares us most.</p> <p>Year 8 Scheme 2 – Fantasy and Imagination: Across this scheme, students will enter a range of imaginary worlds, from Middle Earth to Percy Jackson's training academy. As they do so, they'll consider the way in which our own imaginations are limitless.</p> <p>Year 8 Scheme 3 – Prejudice: Inspired by our study of Shakespeare's <i>The Merchant of Venice</i>, students will consider how writers throughout history</p>							

have used their works to explore their own society's issues and shortfalls. Discussions will seek to explore social structures, universal human rights and encourage students to reflect on their own values and moral codes.

Reading & Literacy:

References to key texts/books throughout the year that students are exposed to - [English - Literary Canon Overview 2024-25.docx](#)

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Topic	The Good, The Bad and the Ugly (Characterisation)	The Good, The Bad and the Ugly (Characterisation)	Building Story Worlds (Pullman's <i>His Dark Materials</i>)	Building Story Worlds (Pullman's <i>His Dark Materials</i>)	Society (J.B. Priestley's <i>An Inspector Calls</i>)	Society (J.B. Priestley's <i>An Inspector Calls</i>)
	National Curriculum references & links	R1.1.1 R2.2/2.3 R3.1/3.2/3.3/3.4 /3.5/3.6 W-all/GV-all S1.1/1.3	R1.1.1 R2.2/2.3 R3.1/3.2/3.3/3.4 /3.5/3.6 W-all/GV-all S1.1/1.3	R1.1.1 R2.2/2.3 R3.1/3.2/3.4/3.5/ 3.6 W-all/GV-all S1.1/1.3	R1.1.1 R2.2/2.3 R3.1/3.2/3.4/3.5/ 3.6 W-all/GV-all S1.1/1.3	R1.1.1 R2.1/2.2/2.3 R3.1/3.2/3.3/3.5/ 3.6 W-all/GV - all S1.1/1.3	R1.1.1 R2.1/2.2/2.3 R3.1/3.2/3.3/3.5/ 3.6 W-all/GV - all S1.1/1.3
	Summative Assessment <i>3 Core assessments across each year</i> Hope Academy Assessment Model.docx Subject Assessment Model Overviews	Week 7 – Creative Writing		Week 19 – Reading (Summary)		Week 31 – Reading (Evaluation) Week 31 – Transactional Writing	
	Formative Assessment <i>9 core and 3 option across pieces planned across year</i> Hope Academy Assessment Model.docx Subject Assessment Model Overviews	Week 5 – Writer at work	Week 11 – Writer at work Week 15- Creative Write	Week 20 – Transactional Writing	Week 22 – Creative Writing Week 24 - Writer at work	Week 28 – Reading (Evaluation) Week 29 – Transactional Write	Week 36 – Literature Style Question (An Inspector Calls)

Y9 Intent & Rationale:

Curriculum rationale for each year - How is the purpose and aim of the curriculum for this year group linked to your subject vision? What do students' study what they do when they do? Why is the curriculum sequenced in the way it is for this year group and how is it progressive and built upon each year

Year 9 Scheme 1 – The Good, the Bad and the Ugly (Characterisation): In a world with more communication platforms than ever before, it is vital that students consider how identity is created, changed and manipulated for different audiences and purposes. In studying non-fiction and fiction texts within the scheme – from press photographs to twitter feeds, from short stories to monologues – students will be challenged to consider the notion of identity and how it is a malleable construct for us all.

Year 9 Scheme 2 – Building Story Worlds (Pullman's *His Dark Materials*): In considering Philip Pullman's novel *Northern Lights*, students will critically consider how fiction writers are inspired by the world around them. They will consider how authors set up and flesh out rich narrative worlds and how characters mature and develop over a sequence of events. Students will have the opportunity to consider how Pullman's creativity was a catalyst for other media including drama, film and television, and critically consider how interpretive lenses applied by TV and Film colour our understanding of

the original text.

Year 9 Scheme 3 – Society: In the summer term, this scheme is designed to create a bridge between Key Stage 3 and 4 in order to build student confidence as they continue their learning journey towards GCSE. With the theme of social identity underpinning this scheme, students are able to explore how writers represent society through the exploration of An Inspector Calls.

Reading & Literacy:

References to key texts/books throughout the year that students are exposed to - [English - Literary Canon Overview 2024-25.docx](#)

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Topic	Jekyll and Hyde / English Language	Jekyll and Hyde / English Language	Poetry Anthology and English Language	Poetry Anthology and English Language Spoken Language Endorsement	English Language and An Inspector Calls	An Inspector Calls Revision / English Language
	GCSE Specification Points	Literature Paper 1, Section B Literature AOs – all Language AOs - all	Literature Paper 1, Section B Literature AOs – all Language AOs - all	Literature Paper 2, Section B Literature AOs – all Language AOs - all	Literature, Paper 2, Section B Literature AOs – all Language AOs - all	Language AOs - all	Literature Paper 2, Section A Literature AOs – all Language AOs - all
	Summative Assessment	Week 9 – J&H Knowledge Quiz			Week 22 – Poetry Anthology Literature Question	Week 34-35 Mock Examinations – English Language Paper 1/Paper 2	
	Formative Assessment	Week 4 – Creative Writing	Week 13 – J&H Knowledge Quiz Week 14 – Literature Style Question (J&H)	Week 18 – Writer at work Week 20 – Transactional Writing	English Language Spoken Language Endorsement	Week 28/29 - Writing Week 32 - Writer at work (Evaluation)	Week 35 – AIC Knowledge Quiz Week 38 – Literature Style Question (AIC)
<p>Y10 Intent & Rationale: <i>Curriculum rationale for each year - How is the <u>purpose and aim</u> of the curriculum for this year group linked to your subject vision? What do students' study what they do when they do? Why is the curriculum <u>sequenced</u> in the way it is for this year group and how is it <u>progressive</u> and built upon each year</i></p> <p>The co-teachable approach taken at Key Stage 3 of Language and Literature is continued at Key Stage 4 in order that students benefit from the transferable skills developed across the two subjects. The Key Stage 4 English curriculum is designed to inspire and motivate students, providing appropriate stretch and challenge. Students will work towards developing the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st Century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. Students will engage in spoken language activities culminating in a presentation. The emphasis being on the importance of the wider benefits that speaking and listening skills have for students</p> <p>Reading & Literacy: <i>References to key texts/books throughout the year that students are exposed to - English - Literary Canon Overview 2024-25.docx</i></p>							

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Topic	Romeo and Juliet / English Language	Romeo and Juliet / English Language	Revision - Literature	Revision – Lang/Lit	Revision – Lang/Lit	
	GCSE Specification Points	Literature Paper 1, Section A Literature AOs – all Language AOs - all	Literature Paper 1, Section A Literature AOs – all Language AOs - all	Literature AOs - all	Literature AOs – all Language AOs - all	Literature AOs – all Language AOs - all	
	Summative Assessment <i>3 Core assessments across each year</i> Hope Academy Assessment Model.docx Subject Assessment Model Overviews	Week 7 - Literature Pieces		Week 16/17 – Mock Examinations – English Language Paper 1 and 2			
	Formative Assessment <i>9 core and 3 option across pieces planned across year</i> Hope Academy Assessment Model.docx Subject Assessment Model Overviews		Week 10-Literature Style Question (R&J) Week 13 – Writing Week 15 English Language Reading	Week 20 – Mock Examination – Literature Paper 1 (R&J, J&H)	Week 24 – Mock Examination – Literature Paper 2 (AIC, Anthology, Unseen Poetry) Week 26 – English Language Crib Sheets	Wk28-30 Literature Crib sheets	
<p>Y11 Intent & Rationale:</p> <p>Curriculum rationale for each year - How is the <u>purpose and aim</u> of the curriculum for this year group linked to your subject vision? What do students’ study what they do when they do? Why is the curriculum <u>sequenced</u> in the way it is for this year group and how is it <u>progressive</u> and built upon each year</p> <p>The co-teachable approach taken at Key Stage 3 of Language and Literature is continued at Key Stage 4 in order that students benefit from the transferable skills developed across the two subjects. The Key Stage 4 English curriculum is designed to inspire and motivate students, providing appropriate stretch and challenge. Students will work towards developing the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st Century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. Students will continue to engage in spoken language activities. The emphasis being on the importance of the wider benefits that speaking and listening skills have for students.</p>							
<p>Reading & Literacy:</p> <p>References to key texts/books throughout the year that students are exposed to - English - Literary Canon Overview 2024-25.docx</p>							