



English at CP Riverside School

Our English curriculum is designed to broaden students' horizons, enrich their experiences, and foster a deep sense of empathy. Through engaging literature, diverse texts, and dynamic activities, we aim to cultivate a love for language and storytelling. By exploring a wide range of perspectives, cultures, and voices, students will not only develop their communication skills but also gain a greater understanding of the world around them. We believe that by nurturing empathy and encouraging critical thinking, our students will be equipped to navigate life after CP Riverside and beyond.

Curriculum Intent for English at KS4

Our Key Stage 4 English curriculum builds on the foundational knowledge and skills developed at Key Stage 3, with the goal of deepening students' abilities in reading, writing, and communication while fostering confidence and independence. We aim to prepare all students not only for academic achievement, but for life beyond the classroom — equipping them with the tools to thrive in further education, training, and the world of work.

Our curriculum ensures that students are exposed to a rich range of texts, including *Macbeth*, *A Christmas Carol*, *An Inspector Calls*, and the *Power and Conflict Poetry* cluster. These texts offer critical opportunities for students to explore timeless themes such as power, justice, social inequality, and human resilience. Through this, they develop empathy, the ability to think critically, and an appreciation for diverse perspectives — essential qualities for both academic success and responsible citizenship.

We provide a rigorous pathway to success in GCSE English Language and Literature, offering structured support and challenge to help all students access and succeed in the current exams. Alongside GCSEs, we recognise that some students benefit from an alternative but equally valid qualification route. Therefore, we also offer Functional Skills English Level 2, providing a practical and accessible route that builds key competencies in reading, writing, and communication. This qualification is recognised by employers, apprenticeships, and colleges, and is an important stepping stone for students to reach their next steps with confidence.

Throughout Key Stage 4, we focus on developing creative thinkers and writers who can express themselves clearly, adapt their language to suit different contexts, and respond thoughtfully to the world around them. Our ambition is to empower every student to become a confident communicator, critical reader, and effective writer, fully prepared for adult life, Post-16 study, and the demands of the modern workplace.

Curriculum Intent for English at KS3

Our Key Stage 3 curriculum is designed with the clear intent to close gaps in prior knowledge, re-engage learners, and lay strong foundations for future academic success, particularly in preparation for the demands of GCSE study. We recognise that students arrive with a wide range of experiences and understanding, and so our curriculum is structured to address misconceptions, revisit core skills, and provide targeted support where needed.

We aim to reignite students' curiosity and confidence, particularly for those who may have lost connection with learning. Through carefully sequenced lessons and a broad, ambitious curriculum, we nurture a love for the subject, encouraging learners to see its relevance to their lives and the wider world.

Throughout Key Stage 3, students are exposed to a diverse range of text styles, voices, and genres, from classic literature to contemporary media, which not only enriches their analytical and creative skills but also contributes to building their cultural capital. These texts are deliberately chosen to reflect a variety of perspectives and experiences, helping students to connect with ideas beyond their own and develop empathy and understanding.

Creativity is at the heart of our approach. We provide opportunities for students to spark their imagination, engage in thought-provoking discussion, and produce work that reflects both academic rigour and personal voice. This balance ensures they are not only equipped with the skills and knowledge needed for GCSE, but also inspired to explore the subject with enthusiasm and independence.

By the end of Key Stage 3, our students will have developed a secure knowledge base, a resilient mindset, and a deep appreciation of the subject — all of which are vital for success in Key Stage 4 and beyond.

	KEY STAGE 3	YEAR 10	YEAR 11
A U T U M - N O V E M B E R	<p>Theme: Icons of Past and Present</p> <p>The study of speeches and poetry from the past and modern day. (6 weeks)</p>	<p>Paper 1</p> <p>A Christmas Carol Paper 1N 19th-century novel – 1 item 30 marks (AO1, AO2, AO3)</p> <p>Conflict Poetry <u>Power of humans</u></p> <ul style="list-style-type: none"> • Ozymandias • London • My Last Duchess 	<p>English Language Paper 1 Reading Q1 - Q4 Writing Q5</p> <p>AO1: - identify and interpret explicit and implicit information and ideas and select and synthesise evidence from different texts</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p>English Literature Revision A Christmas Carol Functional Skills Level 2 Reading Entries</p> <p>(6 weeks)</p>

**Theme: British Decades
Blood Brothers**
Play Study
Focus on characterisation & performance.
Students should be encouraged to read aloud with expression.
Improve cultural capital.
(7 weeks)

Paper 1

A Christmas Carol
Paper 1N
19th-century novel – 1 item
30 marks (AO1, AO2, AO3)

- Conflict Poetry**
Reality of Conflict
- Charge of the Light Brigade
 - Remains
 - Bayonet Charge

English Language Paper 2

Reading and Writing Q1 - Q5

AO1: identify and interpret explicit and implicit information and ideas and select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Pre-mock revision

(1 week)

**English Literature Revision
Macbeth**

**Functional Skills Level 2
Writing Entries and Reading
resits**

**Theme: Ancient Greece
Myths and Legends**
Study of historical texts and the features that they use.

Paper 1

Macbeth
Section A
Shakespeare – 1 item
30 marks (AO1, AO2, AO3)
+ 4 marks (AO4)

Paper 2

- Conflict Poetry**
Power of Nature
- The Prelude
 - Exposure
 - Storm on the Island

**English Language Paper 1
Reading Q1 - Q4
Writing Q5**

AO1: - identify and interpret explicit and implicit information and ideas and select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO4: Evaluate texts critically and support this with appropriate textual references

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate

			<p>spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p>English Literature Revision Conflict Poetry</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">S P R I N G 2</p>	<p>Theme: The Natural World Shakespeare's The Tempest Extracts and Character focus</p>	<p>Paper 1</p> <p>Macbeth Section A Shakespeare – 1 item 30 marks (AO1, AO2, AO3) + 4 marks (AO4)</p> <p>Paper 2</p> <p>Conflict Poetry <u>Identify and Memory</u></p> <ul style="list-style-type: none"> ● Kamikaze ● The Emigree ● Checking out Me History 	<p>English Language Paper 2</p> <p>Reading and Writing Q1 - Q5 AO1: identify and interpret explicit and implicit information and ideas and select and synthesise evidence from different texts</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p>English Literature Revision An Inspector Calls</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">S U M M E R 1</p>	<p>Theme: Changing Attitudes The Crossing</p> <p>Study cultural texts and attitudes. Study of a prose text</p>	<p>Paper 2</p> <p>An Inspector Calls Paper 1M Modern prose/drama – 1 item 30 marks (AO1, AO2, AO3)</p> <p>Paper 2</p> <p>Conflict Poetry <u>Individual Experiences</u></p> <ul style="list-style-type: none"> ● War Photographer <ul style="list-style-type: none"> ● Poppies ● Unseen poetry 	<p>Revision GCSE English Language and GCSE English Literature Revision (5 weeks)</p>

Paper 2**An Inspector Calls**

Paper 1M

Modern prose/drama – 1 item
30 marks (AO1, AO2, AO3)Conflict Poetry
GCSE Spoken Language
Endorsement Preparation**Theme: Imagining the Future**

Dystopian Extracts

AO7: Demonstrate presentation
skills in a formal settingAO8: Listen and respond
appropriately to spoken
language, including to
questions and feedback on
presentationsAO9: Use spoken Standard
English effectively in speeches
and presentations.**N/A**



ENGLISH CURRICULUM PLAN

WEEK	Key Stage 3	YEAR 10	YEAR 11
	Theme: Icons of Past and Present		
1	Speeches - Rhetorical Devices	A Christmas Carol Stave One Context, Character and theme	English Language Paper 1 Question 2 & 5 revision
2	Speeches - Rhetorical Devices	A Christmas Carol Stave One Character and theme	English Language Paper 1 Question 3 & 5 ACC revision
3	Speeches - Context	A Christmas Carol Stave Two Character and theme	English Language Paper 1 Question 4 & 5 ACC revision
5	Speeches - Audience and Purpose	A Christmas Carol Stave Two Language, character and theme	English Language Paper 1 Question 1-4 Timings ACC revision
6	Assessment and Assessment Feedback	Assessment and Assessment Feedback	Assessment and Assessment Feedback
	Theme: British Decades		
7	Blood Brothers - Context	A Christmas Carol Stave Three Character and theme	English Language Paper 2 A Christmas Carol Revision
8	Blood Brothers - Character and Plot	A Christmas Carol Stave Four Character and theme	English Language Paper 2 A Christmas Carol Revision
9	Blood Brothers - Plot	A Christmas Carol Stave Five Character and theme, revision	English Language Paper 2 A Christmas Carol Revision
10	Blood Brothers - Theme and Structure	A Christmas Carol Context	Revise English Language Paper 2 Questions 1- 5 A Christmas Carol Revision
11	Blood Brothers - Structure	A Christmas Carol Revision of Character Transactional Writing	Revise English Language Paper 2 Questions 1-5 A Christmas Carol Revision
12	Assessment and Feedback	Assessment and Feedback	Assessment and Assessment Feedback
	Theme: Ancient Greece		
13	Greek Myths - what a myth is and what Ancient Greeks believed	Macbeth - context	Recap English Language Paper 1 Poetry Revision
14	Greek Myths - Medusa and heroes	Macbeth - plot	English Language Paper 1 Q2 & 5 Poetry Revision
15	Greek Myths - Hercules	Macbeth - character	English Language Paper 1 Q3 & 5 Poetry Revision
16	Greek Myths - Create own myth	Macbeth - language	English Language Paper 1 Q4 & 5 Poetry Revision

17	Assessment and Feedback	Macbeth - writer's meaning	Assessment and Assessment Feedback
	Theme: The Natural World		
18	Shakespeare - The Tempest Context	Macbeth - character	English Language Paper 2 An Inspector Calls Revision
19	Shakespeare - The Tempest Character and plot	Macbeth - themes	English Language Paper 2 An Inspector Calls Revision
20	Shakespeare - The Tempest Relationships	Macbeth - character	English Language Paper 2 An Inspector Calls Revision
21	Shakespeare - The Tempest Development of Character	Macbeth - character	English Language Paper 2 Q1-3 Revision An Inspector Calls Revision
22	Shakespeare - The Tempest Development of Character	Macbeth - Themes	English Language Paper 2 Q4 Revision An Inspector Calls Revision
23	Shakespeare - The Tempest Themes and Ideas	Macbeth - plot	English Language Paper 2 An Inspector Calls Revision
24	Assessment and Feedback	Assessment and Feedback	Assessment and Assessment Feedback
	Theme: Changing Attitudes		
25	The Crossing - Context	An Inspector Calls - context	English Language Paper 1 Revision English Literature Revision
26	The Crossing - Themes	An Inspector Calls - character	English Language Paper 2 Revision English Literature Revision
27	The Crossing - Structure	An Inspector Calls - writer's method and intent	English Language Paper 1 Revision English Literature Revision
28	The Crossing - Theme and Structure	An Inspector Calls - character	English Language Paper 2 Revision English Literature Revision
29	The Crossing - Theme and Structure	An Inspector Calls - writer's method and intent	English Language Paper 1 Revision English Literature Revision
30	The Crossing - Theme and Structure	An Inspector Calls - character	English Language Paper 2 Revision English Literature Revision
31	Assessment and Feedback	Assessment and Feedback	Assessment and Feedback
	Theme: Imagining the Future		
32	Dystopian Fiction - Context	An Inspector Calls - character	English language and literature revision
33	Dystopian Fiction - genre	An Inspector Calls - writer's method and intent	English Language Paper 1 Revision English Literature Revision
34	Dystopian Fiction - character creation	An Inspector Calls - character	English Language Paper 2 Revision English Literature Revision
35	Dystopian Fiction - language	An Inspector Calls - writer's method and intent	

36	Assessment and Feedback	Assessment and Assessment Feedback	
37	Dystopian Fiction - planning	GCSE Spoken Language Endorsement	
38	Dystopian Fiction - creation	GCSE Spoken Language Endorsement	
39	Assessment and Assessment Feedback	Assessment and Assessment Feedback	