

OCL English Curriculum: Long Term Plan

Year 7						
Brief overview						
Core theme of the year: Heroes						
Core questions: This year, through the study of rich and illuminating texts, students will consider: What makes a hero? Who holds power and why? Do heroes always bring stability to society? What are a hero’s flaws? Do all heroes experience downfalls?						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	What makes a hero?	Can heroes be defiant?	What can we learn from stories of heroes?	What happens when heroes are hubristic?	What happens when a hero is unconventional?	
Unit title	Greek Myths	<i>Antigone</i> , Sophocles	Abrahamic Allusions <i>or</i> Folk Tales	<i>Beowulf</i> , Seamus Heaney	<i>A Wrinkle in Time</i> , Madeleine L’Engle	
Substantive Knowledge	Greek Myths tells tales of heroes, tyrants and villains Greek Myths are foundational myths and patterns Greek Myths tell us about society and culture	<i>Antigone</i> is a tale of heroes, tyrants and villains <i>Antigone</i> is a foundational story <i>Antigone</i> tells us about society and culture	Abrahamic Allusions / Folk Tales are tales of heroes, tyrants and villains Abrahamic Allusions / Folk Tales are foundational stories Abrahamic Allusions / Folk Tales tell us about society and culture	<i>Beowulf</i> is a tale of heroes, tyrants and villains <i>Beowulf</i> is a foundational story <i>Beowulf</i> tell us about society and culture	<i>A Wrinkle in Time</i> is a tale of heroes, tyrants and villains <i>A Wrinkle in Time</i> contains patterns we often find in foundational stories <i>A Wrinkle in Time</i> tell us about society and culture	
Disciplinary Knowledge	Reading					
	Comprehension of Greek Myths is expressed by summarising and paraphrasing Writing about Greek Myths involves selecting evidence and explaining the meaning of this evidence	Comprehension of <i>Antigone</i> is expressed by summarising and paraphrasing Writing about <i>Antigone</i> involves selecting evidence and explaining the meaning of this evidence	Comprehension of Abrahamic Allusions / Folk Tales is expressed by summarising and paraphrasing Writing about Abrahamic Allusions / Folk Tales involves selecting evidence and explaining the meaning of this evidence	Comprehension of <i>Beowulf</i> is expressed by summarising and paraphrasing Writing about <i>Beowulf</i> involves selecting evidence and explaining the meaning of this evidence	Comprehension of <i>A Wrinkle in Time</i> is expressed by summarising and paraphrasing Writing about <i>A Wrinkle in Time</i> involves selecting evidence and explaining the meaning of this evidence	
	Writing					
	Using the Hochman method, students write simple declarative sentences using basic conjunctions Writing of diary entries and newspaper reports	Using the Hochman method, students write simple declarative sentences using basic conjunctions Writing of diary entries and newspaper reports	Using the Hochman method, students write simple declarative sentences using basic conjunctions Writing creatively and completing travel writing	Using the Hochman method, students write simple declarative sentences using basic conjunctions Writing creatively and completing travel writing	Using the Hochman method, students write simple declarative sentences using basic conjunctions Writing creatively and completing travel writing	
	Thoughtful, academic responses to texts contain:					
	Complete vs fragment sentences Declarative sentences and simple correlative conjunctions Basic conjunctions Subordinate conjunctions Noun appositives Embedding quotations Sentence combining		Recap of writing curriculum in Autumn Term Kernel sentences Paraphrasing Sentence combining		Interleaving of writing curriculum in Autumn and Spring Term Prepositions of time and place Writing whole paragraphs	
	Creative, accurate writing contains techniques such as:					
	Simile and metaphor		Abrahamic reference and kenning (compressed metaphor)			Interleaving of literary devices taught in Autumn and Spring Term

Year 8						
Brief overview						
Core theme of the year: Conflict						
Core questions: This year, pupils will, through the study of rich and illuminating texts, consider: Where does conflict often occur? Why does conflict often occur? Is conflict inevitable? Is conflict pervasive?						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	Is conflict pervasive?		What happens when there is conflict with the natural world?	What are the consequences of conflict?		
Unit title	Romeo and Juliet, William Shakespeare		Songs of Innocence and Experience, William Blake or Binti, Nnedi Okorafor	Rime of the Ancient Mariner, Samuel Taylor Coleridge	Things Fall Apart, Chinua Achebe	
Substantive Knowledge	Romeo and Juliet tells tales of heroes, tyrants and villains, as well as tragic tales of conflict, both internal and societal Foundational myths and patterns become symbols used in literature Romeo and Juliet tells us about society and culture, and Shakespeare communicates ideas about fate, conflict and free will.		Songs of Innocence and Experience / Binti is a tale of heroes, tyrants and villains, as well as a tale of conflict, both internal and societal Foundational myths and patterns become symbols used in literature Songs of Innocence and Experience / Binti tells us about society and culture, and Blake / Okorafor communicates ideas about feelings about conflict.	Rime of the Ancient Mariner is a tale of heroes, tyrants and villains, as well as a tale of conflict, both internal and societal Foundational myths and patterns become symbols used in literature Rime of the Ancient Mariner tells us about society and culture, and Coleridge communicates ideas about conflict with religion and the natural world	Things Fall Apart is a tale of heroes, tyrants and villains, as well as a tale of conflict, both internal and societal Foundational myths and patterns become symbols used in literature Things Fall Apart tells us about society and culture, and Achebe communicates ideas about conflict within the self and with colonial forces	
Disciplinary Knowledge	Reading					
	Comprehension of Romeo and Juliet is expressed by summarising and paraphrasing Analysis of a text is expressed by understanding the symbolism of language Writing about Romeo and Juliet involves selecting evidence, explaining the meaning of this evidence, and understanding the effect on the reader / audience.		Comprehension of Songs of Innocence and Experience / Binti is expressed by summarising and paraphrasing Analysis of a text is expressed by understanding the symbolism of language Writing about Songs of Innocence and Experience / Binti involves selecting evidence, explaining the meaning of this evidence, and understanding the effect on the reader / audience.	Comprehension of Rime of the Ancient Mariner is expressed by summarising and paraphrasing Analysis of a text is expressed by understanding the symbolism of language Writing about Rime of the Ancient Mariner involves selecting evidence, explaining the meaning of this evidence, and understanding the effect on the reader / audience.	Comprehension of Things Fall Apart is expressed by summarising and paraphrasing Analysis of a text is expressed by understanding the symbolism of language Writing about Things Fall Apart involves selecting evidence, explaining the meaning of this evidence, and understanding the effect on the reader / audience.	
	Writing					
	Using the Hochman method, students write simple declarative sentences using basic conjunctions and discuss symbolic meaning Writing of monologue and sarcastic tone .		Using the Hochman method, students write simple declarative sentences using basic conjunctions and discuss symbolic meaning Writing of poetry, diaries, letters .	Using the Hochman method, students write simple declarative sentences using basic conjunctions and discuss symbolic meaning Writing of poetry, diaries, letters .	Using the Hochman method, students write simple declarative sentences using basic conjunctions and discuss symbolic meaning Writing of essays, debates .	
	Thoughtful, academic responses to texts contain:					
	Interleaving of Year 7 Writing Curriculum Beginning language analysis: More specifically,... / In particular... Symbolism: Represents / symbolises / stands for / ...and, by proxy...		Interleaving of Year 7 Writing Curriculum and Year 8 Autumn Term Refining language analysis: Participles (past and present) and participle phrases – building from participles to participle phrases in both creative writing and analysis. Refining language analysis: It is almost as if... / It is as though... Modality: Verbs: could / may / might Adverbs: perhaps / maybe / arguably / clearly / undeniably			Interleaving of Year 7 Writing Curriculum and Year 8 Autumn and Spring Term Grammar review: Fronted and embedded subordinate clauses Noun appositives Text as a construct: Writer aims to promote / criticise / support / undermine / threaten / reveal Combining and deploying language analysis phraseology
	Creative, accurate writing contains techniques such as:					
	Simile and metaphor		Abrahamic reference and kenning (compressed metaphor)			Interleaving of literary devices taught in Autumn and Spring Term

Year 9												
Brief overview												
Core theme of the year: Rebellion												
Core questions: This year, pupils will, through the study of rich and illuminating texts, consider: What are the consequences of injustice? Why do characters rebel? What do characters rebel against? How can literature be rebellious?												
Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Big Question	Why do characters rebel? What do they rebel against?				What are the consequences of rebellion? How can literature be rebellious?				How does rebellion feel? Why is rebellion enchanting?			
Unit title	Othello, William Shakespeare				Spunk and Sweat: two short stories by Zora Neale Hurston		Poetry of the Harlem Renaissance		Anita and Me, Meera Syal			
Substantive Knowledge	Othello tells the tale of heroes, tyrants and villains, as well as tragic tales of conflict, both internal and societal, and stories of rebellion Foundational myths and patterns become symbols and are often challenged by writers Othello tells us about society and culture, and Shakespeare communicates ideas about rebellion against expectations and moral codes.				Spunk and Sweat tell the tale of heroes, tyrants and villains, as well as tragic tales of conflict, both internal and societal, and stories of rebellion Foundational myths and patterns become symbols and are often challenged by writers Spunk and Sweat tell us about society and culture, and Hurston communicates ideas about rebellion against societal expectations, misogyny and masculinity.		Poetry of the Harlem Renaissance tells the tale of heroes, tyrants and villains, as well as tragic tales of conflict, both internal and societal, and stories of rebellion Foundational myths and patterns become symbols and are often challenged by writers Poetry of the Harlem Renaissance tells us about society and culture, and poets communicate ideas about rebellion against societal expectations, racism and misogyny.		Anita and Me tells the tale of heroes, tyrants and villains, as well as tragic tales of conflict, both internal and societal, and stories of rebellion Foundational myths and patterns become symbols and are often challenged by writers Anita and Me tells us about society and culture and Syal communicates ideas about rebellion against expectations of family, society and culture.			
Disciplinary Knowledge	Reading											
	Comprehension of a text is expressed by summarising and paraphrasing Analysis of a text is expressed by understanding the symbolism of language and how and why writers create contrasting and conflicting characters and ideas Writing about a text involves selecting evidence, explaining the meaning of this evidence, understanding the effect on the reader or audience, and considering why a text was written											
	Writing											
	Using the Hochman method, students write simple declarative sentences using basic conjunctions, discuss symbolic meaning and express contrast Writing of monologues and essays				Using the Hochman method, students write simple declarative sentences using basic conjunctions, discuss symbolic meaning and express contrast Writing of poetry and speeches		Using the Hochman method, students write simple declarative sentences using basic conjunctions, discuss symbolic meaning and express contrast Writing of poetry and speeches		Using the Hochman method, students write simple declarative sentences using basic conjunctions, discuss symbolic meaning and express contrast Writing of monologues and essays			
	Thoughtful, academic responses to texts contain:											
	Interleaving of Year 7 and 8 Writing Curriculum Expressing duality using correlative conjunctions: Both... and... Neither... nor... Not only... but also...				Interleaving of Year 7 and 8 Writing curriculum and Autumn Term Year 9 Writing Curriculum Text as a construct: Year 8 + writer aims to subvert / reinforce / satirise / mock Comparison: Whereas... is..., ... is ... Whilst... is..., ... is ... Contrastingly,... Similarly,... However,...				Interleaving of Year 7 and 8 Writing curriculum and Autumn and Spring Term Year 9 Writing Curriculum Grammar review: The comma (after a fronted subordinate clause, around an embedded clause). Semi-colons: For joining main clauses For listing long items Colons: For isolation of a word or idea For introducing a list			
	Creative, accurate writing contains techniques such as:											
	Juxtaposition				Symbolism and allusion				Interleaving of all literary devices from KS3			

Year 10						
Brief overview						
Core theme of the year: Stability and Instability Core questions: This year, pupils will, through the study of rich and illuminating texts, consider: Who has power in society? What happens to those who unfairly use their power? How and why is power abused? How are characters without power treated in society? Why do characters feel conflicted?						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	How can the desire for power corrupt the mind and society? Who has the power to change the status quo?		How can the supernatural overpower dogmas? Who has the power to change the status quo?		How should power be distributed in society? Who has the power to change the status quo?	
Unit title	<i>Macbeth</i> , William Shakespeare (30 lessons) and Fiction Writing	Unseen Poetry (18 lessons)	<i>A Christmas Carol</i> , Charles Dickens and Non-Fiction Writing	Reading Fiction	<i>An Inspector Calls</i> , JB Priestley and Non-Fiction Reading	Non-Fiction Writing and the Spoken Language Endorsement
Substantive Knowledge	<i>Macbeth</i> tells the tale of heroes, tyrants and villains, as well as a tragic tale of conflict, both internal and societal, and stories of rebellion – stories are written to promote or denounce the stability of the status quo Foundational myths and patterns become symbols and are challenged by Shakespeare, who wrote <i>Macbeth</i> to comment on the consequences of creating instability in society <i>Macbeth</i> tells us about society and culture and writers try to communicate ideas and rebel against conventions by creating characters that represent key concepts such as corruption, psychological instability and hubris.	Unseen poetry tells the tale of heroes, conflict, tragedy, stability and instability Unseen poetry contains foundational myths and patterns, which are challenged, supported or questioned Unseen poetry tells us about society and culture and writers try to communicate ideas and rebel against conventions by creating characters that represent key concepts such as morality, innocence and stability.	<i>A Christmas Carol</i> tells the tale of heroes, tyrants and villains, as well as a tale of conflict, both internal and societal, and stories of rebellion. Stories are written to promote or denounce the stability of the status quo Foundational myths and patterns become symbols and are challenged by Dickens, who wrote <i>A Christmas Carol</i> to comment on the consequences of dogmatic misanthropy <i>A Christmas Carol</i> tells us about society and culture, and writers try to communicate ideas and rebel against conventions by creating characters that represent key concepts such as dogmatism, malleability and abundance.	Writers manipulate language and structure of texts in order to influence the reader. Fundamental patterns and archetypes exist within literary works, and these can help us to understand, interpret and make predictions about texts.	<i>An Inspector Calls</i> tells the tale of heroes, tyrants and villains, as well as a tale of conflict, both internal and societal, and stories of rebellion – stories are written to promote or denounce the stability of the status quo Foundational myths and patterns become symbols and are challenged by Priestley, who wrote <i>An Inspector Calls</i> to comment on the consequences of avaricious capitalism <i>An Inspector Calls</i> tells us about society and culture and writers try to communicate ideas and rebel against conventions by creating characters that represent key concepts such as capitalism, socialism, individualism and collectivism.	Text types vary depending on purpose and audience. Writer’s vary tone and structure as well as language for effect. Writer’s viewpoints and perspectives can be inferred from a variety of methods. Speakers use language, tone, structure and body language to influence, manipulate and persuade audiences.
Disciplinary Knowledge	Reading					
	AO1 - Use textual references, including quotations, to support and illustrate interpretations. AO2 - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 - Show understanding of the relationships between texts and the contexts in which they were written.	AO1 - Use textual references, including quotations, to support and illustrate interpretations. AO2 - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 - Show understanding of the relationships between texts and the contexts in which they were written.	AO1 - Use textual references, including quotations, to support and illustrate interpretations. AO2 - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 - Show understanding of the relationships between texts and the contexts in which they were written.	AO1 - Identify and interpret explicit and implicit information and ideas. 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.	AO1 - Use textual references, including quotations, to support and illustrate interpretations. AO2 - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 - Show understanding of the relationships between texts and the contexts in which they were written.	AO1 - Identify and interpret explicit and implicit information and ideas. 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.

Writing		
Using the Hochman method, students write simple declarative sentences using basic conjunctions, discuss symbolic meaning, express contrast and see characters as constructs Writing of descriptive pieces AO5 - Content and Organisation 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 - Technical Accuracy Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Using the Hochman method, students write simple declarative sentences using basic conjunctions, discuss symbolic meaning, express contrast and see characters as constructs Writing of persuasive pieces AO5 - Content and Organisation 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 - Technical Accuracy Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Using the Hochman method, students write simple declarative sentences using basic conjunctions, discuss symbolic meaning, express contrast and see characters as constructs Writing of both persuasive and descriptive pieces Writing of persuasive pieces AO5 - Content and Organisation 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 - Technical Accuracy Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Thoughtful, academic responses to texts contain:		
+subordinating conjunctions +not only...,but also... +in other words... +appositive +both...and... +in order to... +and, by proxy...	+subordinating conjunctions +not only...,but also... +in other words... +appositive +both...and... +in order to... +and, by proxy... +epitome of +embodiment of	+denounce / promote +subordinating conjunctions +not only...,but also... +in other words... +appositive +both...and... +in order to... +and, by proxy... +epitome of +embodiment of
Creative, accurate writing contains techniques such as:		
Symbolism, metaphor, paradox	Symbolism, metaphor, motifs	Symbolism, metaphor, motifs, cyclical structure
Powerful, persuasive speakers:		
		+develop ideas with fluency and cohesion +select register deliberately to influence the audience +select varied and ambitious vocabulary that suits purpose +deploy a range of strategies both verbal and non-verbal to engage audiences +explain, provide reasons and defend their arguments when challenged +give perceptive and supported responses to challenges

Year 11						
Brief overview						
Core theme of the year: Power and Conflict Core questions: This year, pupils will, through the study of rich and illuminating texts, consider: Who has power in society? What happens to those who unfairly use their power? How and why is power abused? How are characters without power treated in society? Why do characters feel conflicted? Note: Unseen poetry sequencing and teaching to be planned by HoDs in conjunction with NLPs based on curriculum time school context. OCL English resources are available.						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	What are the effects of conflict in war, conflict in society, conflict in the mind? Who has the power to change the status quo?		<i>Year 11 Revision of English Literation and Language- planning should be done by the HoD in response to assessment data.</i>			
Unit title	Conflict Poetry					
Substantive Knowledge	Power and Conflict Poetry tells tales of heroes, tyrants and villains, as well as tragic tales of conflict, both internal and societal, and stories of rebellion – stories are written to promote or denounce the stability of the status quo and the power of authorities, institutions and the mind Foundational myths and patterns become symbols and are challenged by writers, who write stories to comment on power and conflict in society Power and Conflict Poetry tells us about society and culture, and writers try to communicate ideas, express dissatisfaction and rebel against conventions by creating characters that represent key concepts					
Disciplinary Knowledge	Reading					
	AO1 - Use textual references, including quotations, to support and illustrate interpretations. AO2 - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 - Show understanding of the relationships between texts and the contexts in which they were written.					
	Writing					
	Using the Hochman method, students write simple declarative sentences using basic conjunctions, discuss symbolic meaning, express contrast and see characters as constructs Writing of descriptive pieces.					
	Thoughtful, academic responses to texts contain: +denounce / promote +subordinating conjunctions +not only...,but also... +in other words... +appositive +both...and... +in order to... +and, by proxy... +epitome of +embodiment of					