

OCL English Curriculum: Long Term Plan

Year 10

Core narrative of the year: From feudalism to fighting for freedom: analysing, evaluating and creating rules, stories and patterns. The year is dedicated to developing students' appreciation of literature and its role in both documenting and shaping history. Students study a range of texts that explore how systems of power can influence both the individual and society as a whole. Through the lens of literature, students are prompted to ask questions about gender, equality, class, politics, religion and values. Core knowledge is delivered alongside direct vocabulary instruction and robust writing instruction so that students not only continue to learn more and remember more, but also continue to hone their communication skills, building on the foundations of their study in years 7-9.

Core concepts: Tragedy and its role in shaping society; the duality of humans; sin and redemption; victims and villains; power and control

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.

Principles of Progression:

- **Curricular Narrative** – In Year 10, students are specifically and deliberately encouraged to draw upon previous knowledge and apply it to new texts. For example, knowledge of Aristotelian tragedy learned in Y8, is utilised and developed further through the student of Macbeth.
- **Comprehension to critical thinking** – In year 10, students are given a range of opportunities to explore language, tracing meaning from the literal to the metaphorical and symbolic. Students are encouraged to and become increasingly confident in tethering their thinking to contextual knowledge and exploring the writer's intention.
- **Vocabulary instruction** - students continue to be explicitly taught versatile, powerful and life changing vocabulary and how to use it, accurately in varying contexts. The vocabulary in Year 10 gives them the ability to build on the strong foundations developed in years 7-9, continuing to develop a varied, robust, versatile and flexible vocabulary that can be deployed in multiple contexts with both precision and flair.
- **Written fluency** - grammar instruction is focussed on improving both pupils' written expression and fluency. It is practised every lesson and allows pupils to move from novice to being able to manipulate and control complex analytical structures of analysis and expression. The Hochman Method is at the heart of the curriculum and in Year 10, students start to master their ability to utilise and manipulate grammatical structures with accuracy and precision in a way that adds weight and conviction to the expression of their ideas.
- **Developing voice** - structured oracy is embedded at the heart of each lesson and allows pupils to experiment with and manipulate new vocabulary, knowledge and grammatical structures through Turn and Talk. In Year 10, students are given the opportunity to develop their own unique perspectives through examining and responding to a range of socially, politically and culturally provocative statements.
- **Written craft** - writing is at the heart of our curriculum and pupils will experience and master writing essays, letters, reports and articles. Pupils develop and refine their written voice over this range of genres and forms.
- **Critical reading** - throughout Year 10, students have the opportunity to read a variety of thought-provoking, challenging, diverse and inspiring texts that span a range of perspectives and time periods. They travel from Mediaeval Scotland (or Verona) to Victorian England before examining the Edwardian era, stopping off in Russia to examine in influences of the Russian Revolution and communism on the political landscape of the United Kingdom. Reading skills continue to be supported, developed and enhanced through robust direct vocabulary instruction; opportunities for discussion and verbal rehearsal and precise and accurate instruction of both the grammar and content of analysis.

Core documents:

- MTP
- Most Revealing Moments
- Vocabulary List
- Module booklet for students
- Co-planning booklet for teachers

Year 10	Autumn	Spring		Summer	
Title	Autumn 1 and 2: Shakespeare and creative writing	Spring 1: Pre-Twentieth Century Literature and non-fiction writing	Spring 2: Reading fiction	Summer 1: Modern Text and creative and non-fiction writing	Summer 2: Reading non-fiction
Text/s studied	Macbeth, William Shakespeare <i>Creative writing to be completed for 1-2 lessons per week</i>	Either: A Christmas Carol <i>or</i> Jekyll and Hyde <i>Non-fiction writing to be completed for 1-2 lessons per week</i>	Extracts from texts that explore liberation and imprisonment; normality and abnormality	An Inspector Calls, J. B. Priestley <i>Writing to be completed for 1-2 lessons per week</i>	Extracts from texts that explore liberation and imprisonment; normality and abnormality
Writing Curriculum covered	+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...	+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...	+subordinating conjunctions +not only...,but also... +in other words... +appositive +both...and... +in order to... +and, by proxy...
Core Versatile Vocabulary Pairs (NB – take these from the KS4 VV list!)	1. Malevolent/Benevolent 2. Reinforce/Transgress 3. Credulous/Duplicitous 4. Innocent/Corrupt 5. Liberated/Imprisoned 6. Order/Chaos 7. Secure/vulnerable	1. Malevolent/Benevolent 2. Dogmatic/Malleable 3. Misanthropic/Philanthropic 4. Innocent/Corrupt 5. Malevolent/Benevolent 6. Active/Static 7. Secure/vulnerable	1. Unsettling / comforting 2. Paucity / excess 3. Normal / abnormal 4. Liberation / imprisonment 5. Order / chaos 6. Secure / vulnerable 7. Tangible / intangible	1. Dogmatic/Malleable 2. Inferior/Superior 3. Credulous/Duplicitous 4. Innocent/Corrupt 5. Liberated/Imprisoned 6. Secure/Vulnerable	1. Unsettling / comforting 2. Paucity / excess 3. Normal / abnormal 4. Liberation / imprisonment 5. Order / chaos 6. Secure / vulnerable 7. Tangible / intangible

	8. Tangible/Intangible	8. Paucity/Excess	8. Innocent / corrupt		8. Innocent / corrupt
Creative / non-fiction writing formats covered	Creative writing: writing using a picture prompt	Non-fiction writing: letters, articles, essays, speeches	None in this unit; reading is the focus	Both creative and non-fiction writing	None in this unit; reading is the focus
Assessment foci	<p>Lit AO1: Evidence and interpretation – 12 marks</p> <p>Lit AO2: Analysis of use of language and structure to achieve effects and influence readers – 12 marks</p> <p>Lit AO3: Context – 6 marks</p> <p>Lit AO4: SPAG – 4 marks</p> <p><i>During creative writing lessons:</i></p> <p>AO5: Content and organisation – 24 marks</p> <p>AO6: Technical accuracy – 16 marks</p>	<p>Lit AO1: Evidence and interpretation – 12 marks</p> <p>Lit AO2: Analysis of use of language and structure to achieve effects and influence readers – 12 marks</p> <p>Lit AO3: Context – 6 marks</p> <p><i>During non-fiction writing lessons:</i></p> <p>AO5: Content and organisation – 24 marks</p> <p>AO6: Technical accuracy – 16 marks</p>	<p>Lang AO1: Evidence and interpretation – 4 marks</p> <p>Lang AO2: Analysis of use of language and structure to achieve effects and influence readers</p> <p>Lang AO4: Critical evaluation with textual references</p>	<p>Lit AO1: Evidence and interpretation – 12 marks</p> <p>Lit AO2: Analysis of use of language and structure to achieve effects and influence readers – 12 marks</p> <p>Lit AO3: Context – 6 marks</p> <p>Lit AO4: SPAG – 4 marks</p> <p><i>During writing lessons:</i></p> <p>AO5: Content and organisation – 24 marks</p> <p>AO6: Technical accuracy – 16 marks</p>	<p>Lang AO1: Evidence and interpretation</p> <p>Lang AO2: Analysis of use of language and structure to achieve effects and influence readers</p> <p>Lang AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two texts</p>