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 **LSA Long Term Plan 2021-2022: Y7**

**Focus: Character**

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| **AUTUMN** | **SPRING** | **SUMMER** |
| **06/09/2021 – 22/10/2021** | **03/11/2021 –****17/12/2021** | **03/01/2022 –** **11/02/2022** | **21/02/2022 –** **01/04/2022** | **19/04/2022 –** **27/05/2022** | **06/06/2022 –****22/07/2022** |
| **7 WEEKS**  | **7 WEEKS**  | **6 WEEKS**  | **6 WEEKS**  | **6 WEEKS**  |  **7 WEEKS**  |
| **ATTITUDE: 12th Oct** |  **ATTITUDE: 3rd Dec** |  |  **Asst 1:**  |  | **Asst 2:**  |
| **‘Modern and 19th Century Fiction:** *‘Trash’ by Andy Mulligan*  | **‘Modern and 19th Century Fiction:** *‘Trash’ by Andy Mulligan* | **‘Diverse Voices in Poetry’** | **Writing** *Descriptive Writing in Depth*  | **‘Shakespeare Play’: The Tempest** | **Read for Three*****4 Weeks*****‘Introduction to Animal Farm Themes’** |
| **Skills Practice** | **ASSESSMENT** | **Skills Practice** | **ASSESSMENT** | **ASSESSMENT**  |  |
| **Creative writing: Creating a villain** | **Character analysis****(Based on one extract)** | **Poetry part a) analysis** | **Character Description**  | **S+L: Character soliloquy as either Caliban or Prospero** |  |
| **ACCELERATED READING & LIBRARY VISITS ONCE A FORTNIGHT** |
| **SPaG focus: should be embedded into lessons on a weekly basis. All the SPaG areas should be repeatedly reviewed throughout the year.**  |
| **Captial Letters** | **Commas** | **Paragraphs** | **Dashes & Brackets** | **Ellipsis** | **Semi-colons** |
| **Punctuation for Speech** | **Apostrophes** | **Colons and**  | **Question Marks** | **Exclamation marks** | **Full Stops** |

**Knowledge to be remembered:**

* How to approach:
	+ Character Analysis extract questions (one extract)
	+ Singular Poetry Analysis question (Part a)
	+ Writing to inform and entertain in the style of an article
	+ Creating imaginative characters
	+ 40 Key Words
* What is the meaning of the following themes:
	+ Poverty
	+ Corruption
	+ Injustice
	+ Power
	+ Loyalty
	+ Diversity
	+ Cultural Identity
	+ Discrimination
	+ Colonialism
	+ Prejudice
	+ Loneliness
	+ Isolation

**Addressing previous misconceptions:**

* Revisiting SPaG from KS2 and embedding into learning
* Levels of analysis (denotations and connotations)
* How to structure an analytical response
* Commenting on the effects of language and techniques (not just feature spotting)
* Approaching and confidence with the Shakespearean language

**Forty Key Words (teach etymology alongside meaning)**

1. Antagonist,
2. Colony
3. Dominance
4. Dynamics
5. Effeminate
6. Hierarchy
7. Immoral
8. Morality
9. Oppressor
10. Philanthropist
11. Procreate
12. Subservient
13. Hero(ic)
14. Manipulative
15. Despises
16. Siphon
17. Dispute
18. Deprived
19. Depravity
20. Aspiration
21. Squalor
22. Author,
23. Disreputable,
24. Despicable,
25. Ignoble
26. Formidable,
27. Protagonist,
28. Stereotype,
29. Snide,
30. Tyrannical,
31. Villain,
32. Malevolent
33. Benevolent
34. Diversity
35. Prejudice
36. Culture
37. Foreboding
38. Tangible
39. Colonialism
40. Coloniser