****

**LSA Long Term Plan 2019-20: Y7**

**Focus: Character**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **AUTUMN** | | **SPRING** | | **SUMMER** | |
| **6/9/21 - 22/10/21** | **3/11/21- 17/11/21** | **3/1/22- 11/2/22** | **21/2/22 - 1/ 4/22** | **19/4/22 - 27/5/22** | **6/6/22 - 22/7/22** |
| **7 WEEKS** | **7WEEKS** | **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  **Key Knowledge:**   * Context – Understand the slums and dump sites ‘Smokey Mountain’ Philippines * Empathise with characters and their situations * How to annotate and select focused, relevant evident in a text * What a quotation is. How to select/embed quotations. * Knowledge of terms used to analyse language and introduction to connotations and semantic fields. * To know how to embed evidence and express/justify personal opinions | | **Diverse Voices in Poetry**  **Key Knowledge:**   * To know how who we are and our experiences of growing up influence our attitudes and values (context) * Hear a diverse range of voices through poetry * Understand how language is used to show diversity and heritage * How poetic structure creates meaning * How language is used to show diversity. | **Diverse Voices in Poetry: Descriptive Writing in Depth**    **Key Knowledge:**   * Develop knowledge of global issues and how these connect to issues closer to home. * Understand the power of language: how to encourage empathy from a reader * Secure understanding of topic sentences and how to support ideas with evidence from the text. * Exploring writers craft through analysis of vocabulary and connotations * How to demonstrate explicit and implicit information in writing. | **Shakespeare’s Villains**  **Key Knowledge:**   * Context Elizabethan/Jacobean England and how this influenced Shakespeare * To understand conventions of a play (stage directions, asides, soliloquys) * How Shakespeare creates villains: empaths and hamartia (tragic hero) * To know how to ‘read’ Shakespeare, applying presentational devices | **Read for Three**  ***4 Weeks***  **‘Introduction to Animal Farm Themes’**  **Key Knowledge:**   * Context – Who George Orwell was, his life and ideology * Understanding of key themes through linked literature * Power, Freedom & Control * Democracy, Equality and Responsibility * Hierarchy * Justice, Change & Action |
| **Why this? Why now? What next?**  To advocate/encourage reading for pleasure.  Identifying issues of corruption and villains (not always who we expect them to be in preparation for unit across Year 7 and beyond. | | **Why this? Why now? What next?**  To open out cohort’s eyes to cultural issues on a local/national level.  Builds on KS2 terminology and knowledge of poetic techniques. | **Why this? Why now? What next?**  Continue to build on KS2 terminology and writing skills.  To develop writing stamina and ‘level up’ writing from KS2.  Prepares knowledge & skills for Year 8 creative writing topics. | **Why this? Why now? What next?**  Develop further understanding of the role of the villain – complexity of character and empathy for them. Building on knowledge from *Trash* and preparing for thematic issues for Year 8/9.  Develop knowledge of Shakespeare’s England and stagecraft | **Why this? Why now? What next?**  Develop contextual knowledge for Year 8 novel.  To continue to advocate/encourage reading for pleasure. |
| **Skills Practice** | **ASSESSMENT** | **Skills Practice** | **ASSESSMENT** | **ASSESSMENT** | **End of Year Project** |
| **Creative writing: Creating a villain** | **Character analysis**  **(Based on one extract)** | **Poetry part a) analysis** | **Writing from a character’s perspective** | **S+L: Character soliloquy** | **Creation of knowledge organisers to support Year 8 novel.** |
| **ACCELERATED READING & LIBRARY VISITS** | | | | | |
| **SPaG focus: should be embedded into lessons on a weekly basis. All the SPaG areas should be repeatedly reviewed throughout the year.** | | | | | |
| **Capital Letters** | **Commas** | **Paragraphs** | **Dashes & Brackets** | **Ellipsis** | **Semi-colons** |
| **Punctation 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,

* Colony
* Dominance
* Dynamics
* Effeminate
* Hierarchy
* Immoral
* Morality
* Oppressor
* Philanthropist
* Procreate
* Subservient
* Hero(ic)
* Manipulative
* Despises
* Siphon
* Dispute
* Deprived
* Depravity
* Aspiration
* Squalor

1. Author,
2. Disreputable,
3. Despicable,
4. Ignoble
5. Formidable,
6. Protagonist,
7. Stereotype,
8. Snide,
9. Tyrannical,
10. Villain,
11. Malevolent
12. Benevolent
13. Diversity
14. Prejudice
15. Culture
16. Foreboding
17. Tangible
18. Colonialism
19. Coloniser