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 **LSA Long Term Plan 2024-25: Y7**

**Focus: Characters & Experiences**

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| **AUTUMN** | **SPRING** | **SUMMER** |
| **2/9/24 - 18/10/24** | **1/11/24 - 20/12/24** | **6/1/24 - 14/2/24** | **24/2/24 - 11/4/24** | **28/4/24 - 23/5/24** | **2/6/24 - 18/7/24** |
| **7 WEEKS**  | **7 WEEKS**  | **6 WEEKS**  | **7 WEEKS**  | **4 WEEKS**  | **7 WEEKS**  |
| **Attitude****W/C 23rd Sept** |  | **Spring Data****W/C 6th Jan** |  |  | **Summer Data****W/C 7th July** |
| **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
 | **Writing for Purpose****Key Knowledge:*** Persuasive writing: repetition; 5 point plan; sentence types (exclamative, declarative, interrogative, imperative); personal pronouns; direct address, rule of three, rhetorical questions, emotive language.
* Capital letters, full stops, commas, exclamation marks, and question marks.
* Engage with texts on a personal level and use talk and writing structures to develop confidence in crafting viewpoints.
* Study fiction and non-fiction and be aware of local issues to build and strengthen their voices as writers.
 | **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** |
| **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?** | **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 stagecraftTo continue to advocate/encourage reading for pleasure. |
| **Baseline** | **ASSESSMENT** | **ASSESSMENT** | **ASSESSMENT** | **ASSESSMENT** | **End of Year Assessment** |
| **Letter to teacher** | **Character analysis of Rat** | **Persuasive writing** | **Analytical poetry response** | **Descriptive writing from a character’s perspective** | **S+L: Character soliloquy** **Summative assessment of knowledge for across the year.** |
| **ACCELERATED READING & LIBRARY VISITS 1 per fortnight** |
| **SPaG focus: should be embedded into lessons on a weekly basis. All the SPaG areas should be repeatedly reviewed throughout the year.**  |