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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 stagecraft  To 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.** | | | | | |