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**LSA Long Term Plan 2021-22: Y8**

**Focus: characters & settings**

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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:**  | **Asst 1:**  |  | **Asst 2:**  |  | **Asst 3:**  |
| **‘Modern Novel: Animal Farm’****Key Knowledge:*** To know the influences from Orwell’s life and times (Russian Revolution)
* To understand Animal Farm as an allegory
* To explore and recognise recurring imagery and what it symbolises.
* Track key themes: Corruption, control, conflict, & power
* The art of rhetoric/craft of speech writing: power of persuasion
* To understand how characters develop and change through a text; developing language of comparison.
* To understand how the novel is used as a form of protest – exploring writer’s intentions.
 | **‘War and Conflict Poetry’****Key Knowledge:*** Explore conflict through a range of genres (prose, poetry & non-fiction)
* To know how propaganda is used as a means of persuasion; understanding attitudes to war over time and bias.
* Explore themes of Patriotism and Propaganda
* Develop language of evaluation and analysis in written responses; comparing the themes and content of poems.
* Building knowledge of persuasive techniques.
 | **‘Introduction to Gothic Creative Writing’****Key Knowledge:*** To understand how writers hook you in.
* To understand how to create convincing setting.
* Knowledge of how writers use language and structure to create and build drama
* Explore a range of extracts to explore writer’s craft.

**One Week:** **‘Gothic Text: Dracula’** | **‘Gothic Text: Dracula’****Key Knowledge:*** To read and understand how the play conforms to gothic conventions.
* Explore how playwrights create character and setting though stage directions.
* To understand the play as a performance; understanding the relevance of a prologue.
* Know how to plan and develop detail within paragraphs for extended writing.
 | **Romeo & Juliet** **Key Knowledge:*** Recap Elizabethan context and influences on writing.
* Build knowledge of conventions of a play with a specific focus on tragedy: violence and destruction leading to a downfall.
* Impact of the prologue: foreshadowing
* To understand types of conflict (physical, emotional, loyalty) arranged marriage.
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| **Why this? Why now? What next?**Themes of Power & Control (building on knowledge of corruption from Year 7)Importance of context – the historical and political influences on literature.Develops understanding of propaganda and persuasive techniques in preparation for War and Conflict Poetry. | **Why this? Why now? What next?**Exploring how context and perspective impacts attitudes to conflict. Builds on knowledge of poetic techniques from Year 7 and techniques of persuasion from Animal farm unit.Prepares for GCSE poems relating to conflict. | **Why this? Why now? What next?**To introduce gothic forms and conventions.Building on creative writing skills from year 7, adding setting drama and tension to character. Developing skills for narrative writing. | **Why this? Why now? What next?**Retrieve gothic conventions from previous unit.Building on writing skills from descriptive writing In Year 7. Building on art of rhetoric skills from Year 7 and in preparations for Transactional Writing in Year 9Understanding conventions of a play in preparation for studying Shakespeare. | **Why this? Why now? What next?**Build on knowledge of Shakespeare’s villains from Year 7.Linking and making connections between historical issues and modern day. Builds on bias and perspective from War Poetry & Animal Farm units.Working towards studying tragedy in Richard III in Year 9. |
| **Skills Practice** | **ASSESSMENT** | **ASSESSMENT** | **Skills Practice** | **Skills Practice** | **End of Year Project** |
| ***Writing an engaging and persuasive speech*** | **Character analysis***(Two extracts)* | **Poetry part b only***Comparison of two poems*  | **Creative writing: creating a sense of place/setting** | **S+L: Persuasive speech**  | **Writing newspaper article on the fight scene – bias.** |
| **ACCELERATED READING & LIBRARY VISITS** |
| **Half-termly SPaG focus:** |
| **Paragraphing** | **Apostrophes (for possession)** | **Rhetoric devices** | **Sentence types** | **Punctuation for speech** | **Colons and semi-colons** |
| **Commas** | **Quotation marks** |  | **Paragraphing** |  |  |

**Knowledge to be remembered:**

* How to approach:
	+ Character Analysis extract questions across more than one extract
	+ Poetry Comparison question (Part B)
	+ Writing persuasive speeches
	+ Story
	+ 40 Key Words
* What is the meaning of the following themes:
	+ Power
	+ Freedom & Control
	+ Democracy
	+ Equality & Responsibility
	+ Justice
	+ Change & Action
	+ Conflict
	+ Control
	+ Romanticism
	+ Supernatural
	+ Gothic
	+ Dual personality
	+ Good Vs Evil
	+ Gender
	+ Friendship/companionship
	+ Isolation/loneliness
	+ Discrimination
	+ Prejudice

**Addressing previous misconceptions:**

* Levels of analysis: alternative interpretations and key word analysis
* Linking context to analysis (both in the novella and poetry responses)
* Varied sentence starters to keep narrative engaging
* Purpose of writing – ensuring it is persuasive etc.
* Features of a play and the playwrights intentions
* Use of quotations in responses
* Embedding SPaG accurately

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

1. Democracy
* Consequences
* Vulnerable
* Patriotic
* Compassion
* Heroism
* Advocate
* Protest
* Convulsive,
* Macabre,
* Infinite,
* Fascination
* Indelibly,
* Melancholy,
* Baying,
* Spectre,
* Beguiling,
* Ominous,
* Aesthetic,
* Myriad,
* Unfathomable.
1. Tolerance
2. Tyranny
3. Rebellion
4. Revolution
5. Manipulation
6. Dictator
7. Dedication
8. Despotic
9. Belief
10. Liberty
11. Discrimination
12. Riot
13. Futile
14. Conflict
15. Propaganda
16. Condemn
17. Sardonic
18. Exploitation
19. Trauma