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**LSA Long Term Plan 2024-25: Y8**

**Focus: characters & settings**

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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** | **7 WEEKS** | **4 WEEKS** |
| **Attitude**  **W/C 23rd Sept** |  | **Spring Data**  **W/C 6th Jan** |  |  | **Summer Data**  **W/C 7th July** |
| **‘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. | **‘Modern Novel: Animal Farm’**  **Key Knowledge:**   * To know the influences from Orwell’s life and times (Russian Revolution) and context. * 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. | **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. |
| **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 9  Understanding conventions of a play in preparation for studying Shakespeare. | **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?**  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. |
| **Assessment** | **Assessment** | **Assessment** | **Assessment** | **Assessment** | **End of Year Assessment** |
| **Creative writing: creating a sense of place/setting** | **S+L: Persuasive speech** | ***Writing an engaging and persuasive speech*** | **Character analysis**  *(Two extracts)* | **Poetry part b only**  *Comparison of two poems* | **Recalling knowledge from across the year** |
| **ACCELERATED READING & LIBRARY VISITS** | | | | | |
| **Half-termly SPaG focus:** | | | | | |
| **Punctuation for speech** | **Sentence Types** | **Paragraphing** | **Apostrophes (for possession)** | **Rhetorical Devices** | **Colons and semi-colons** |
|  | **Paragraphing** | **Commas** | **Quotation marks** |  |  |