****

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

**Focus: characters & settings**

|  |  |  |
| --- | --- | --- |
| **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 9Understanding 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** |  |  |