

Topic: Year 8 – The Adventures of Sherlock Holmes		Duration: 22 lessons		Composite: Essay – What kind of character is Sherlock Holmes?		
Key vocabulary:	Core knowledge Components			Powerful knowledge components crucial to commit to long term memory		
<ul style="list-style-type: none"> • Deduction • Scandal • Periodical • Introspective • Dual nature • Observation 	<ul style="list-style-type: none"> • Class, society and gender in Victorian England • Science of deduction and investigative process (John Snow and cholera) • Style and impact of Conan Doyle’s detective stories • Duality of Holmes’ character • Relationship between Holmes and Watson • Periodicals • Linking analytical paragraphs 			<ul style="list-style-type: none"> • Society in Victorian England • How to construct a character study, including the relevant choice of supporting quotations • How to construct and link analytical paragraphs as part of a formal essay response. 		<ul style="list-style-type: none"> Builds on understanding of Victorian society and crime from ‘Oliver Twist’ in Y7. Works towards a more rounded understanding of Victorian society and literature ahead of Y9 study of Jane Eyre and GCSE pre-1900 text.
Impressive reading		Impressive speaking	Impressive writing	Resilience	Employability and Careers via:	
<ul style="list-style-type: none"> • Reading a range of challenging prose texts. • Applying knowledge of newly-acquired vocabulary items when reading texts. 		<ul style="list-style-type: none"> • Opportunities to share and discuss ideas – clearly, accurately and precisely – in pairs, groups and as a class. 	<ul style="list-style-type: none"> • Constructing high quality analytical paragraphs. • Constructing a formal essay – including linking paragraphs using appropriate discourse markers. • Developing clear, accurate and precise summaries and explanations. 	<ul style="list-style-type: none"> • To develop the confidence to write about a challenging Victorian literature text. 	<p>Employability: Developing clear explanations Working as part of a team Working independently Following guidance</p> <p>Careers: Literary critic / academic Any career where quality and clarity of written communication is important e.g. journalist, freelance writer, novelist / playwright / poet Teacher</p>	
SEND						
<ul style="list-style-type: none"> • The text is used to support cultural capital later in KS3 and at KS4 by preparing SEND learners for the context of the Victorian era, as well as themes such as science, duality and social class. • In every lesson the ‘Do Now’ activity and end of lesson ‘Mastery Quiz’, plus the ‘Fortnightly Quizzes’, provide opportunities for retrieval practice and building on prior knowledge. • Curriculum time allocated for the explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. • Links to prior learning – particularly ‘Oliver Twist’, metaphors and constructing analytical paragraphs, all in Y7 – explicitly highlighted to support non-verbal reasoning. • Activities, such as the construction of analytical paragraphs, are scaffolded with over-learning of previous content to encourage independence. • Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. Use of audio clips to support written documents e.g. Conan Doyle explaining how and why he created Sherlock Holmes. 						

