

Subject	English
Term	Cycle 1
Duration (approx.)	12 weeks
Module	Sherlock Holmes

Skills and concepts to be developed and assessed (linking to identified AOs)

Three core skills in English are taught and assessed in this comprehensive unit.

Reading— Building an appreciation of the mystery genre and how writer’s use foreshadowing to lay clues in their writing, as well as characterize their constructs

Writing - using text as a stimulus for ideas. Consciously making language choices.

Mastering technical accuracy when writing sentences and paragraphs. Formulating an academic response to texts that has an introduction and conclusion.

Spoken language – performance/ presentational skills.

All skills are revisited throughout the English curriculum and assessed at GCSE (English Language and English Literature)

Conceptual focus:

Building on their knowledge and skills from year 7, students now return to the Victorian era to explore the work of Conan Doyle and how he established the literary detective genre. Building on the contextual knowledge they gained through Dickens, we explore the Industrial Revolution, poverty and Bohemia. We also touch upon the debates between science and religion.

Conan Doyle was the ‘go to’ for Victorians wanting to be enlightened on crime, and for those who wanted intellectually invigorating fiction. We explore this, as well as the complex character of Holmes himself.

Factual knowledge to be taught (including subject specific vocabulary– this is not an exhaustive list):

Enlighten/ deduction/ scandal/ periodical/ serial/ introspective/ dual nature/ complex characters/ constructs/ foreshadowing/ scandal

Formative Assessment/key pieces of work prior to end of unit:

Reading: Exploration task responding to characters and how they are presented

Spoken Language: Oracy activities that build ideas and plan. Storytelling.

Writing: Ongoing regular exercises in Writing Mastery and drafting sections of their story

Summative Assessment

Reading: Exploring the characterisation of Sherlock Holmes

Spoken language: Oracy activities exploring tier 2 vocabulary

Writing: Writing Mastery tasks and the structure and features of an essay response to the reading assessment

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Reading: develop an appreciation and love of reading with ongoing reading for pleasure and exposure to different genres

Writing: pupils write accurately, fluently, effectively and at length for pleasure and information. Pupils embed and develop their writing skills (through weekly Writing Mastery lessons focused on grammar and accuracy.

Spoken language: builds upon the work they’ve done at KS2. We now focus on oracy as a way to fine tune their thinking, but also to express themselves confidently and clearly.

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

Expectation of proof reading and self - correcting of written work for technical accuracy.

Expectation of written & spoken work is well suited to purpose and audience and grammatically correct. Students are expected to write and speak in full sentences at all times.

Accuracy in spelling of key words.

Link forward: where next for the learning?

The core skills addressed in this unit are revisited regularly throughout Year 8 and beyond to embed and develop learning.