



English Mastery

Year 8 Unit of Work

Literature Unit 1: Sherlock Holmes by Arthur Conan Doyle

Foundation Pathway

	Lesson title	Key knowledge	Teacher notes
Week 1	Victorian context	The police force were created in Victorian London; lots of crimes were solved by amateur detectives; cholera was widespread in the Victorian era; the issue was solved using John Snow's scientific investigation; the Sherlock Holmes stories were published in periodicals; Sherlock was based on a real person; Doctor Watson moved to London after being a doctor in war.	
Week 2	Watson and Holmes The King of Bohemia	Doctor Watson moves in with Holmes and is impressed with Holmes' skills of deduction; analysing a key metaphor used to describe Holmes; defining scandals and the location of Bohemia; Holmes receives a letter requesting help with a potential scandal from the King of Bohemia; Irene Adler has photos of the King she may release.	
Week 3	A Scandal in Bohemia Irene Adler	Holmes uses a disguise to follow Irene and find out her schedule; Holmes uses a disguise and a decoy to get into Irene's home and try to find the location of the photo; Irene leaves the country with the photo; she has outsmarted Holmes which means he develops a great respect for her.	
Week 4	The Red-Headed League	Analysing the similar opening to each Sherlock Holmes story; using this structure as the basis for a new opening; Holmes is introspective about his new case; Jabez Wilson did some unusual work for The Red-Headed League before the organisation disappeared without explanation; Holmes explores the layout of roads around Jabez's shop to look for clues; he develops an interest in Vincent Spaulding who works for Jabez.	
Week 5	The Red-Headed League	Holmes has a dual nature which helps him solve cases; dramatising Holmes and associates foiling a bank heist; Holmes explains how Jabez was set up to gain access to the vault of a bank by Vincent Spaulding who is actually John Clay; Holmes reveals his process of deduction.	
Week 6	Victorian Christmas The Blue Carbuncle	Synthesising all knowledge about Holmes in order to explain how the reader knows he is a good detective; exploring the Christmas experience for the different classes in the Victorian era; Holmes tries to find the owner of a lost hat and goose using deductions.	
Week 7	The Blue Carbuncle	The blue carbuncle that was found in the goose has been stolen; Holmes deduces Henry Baker did not steal it; Holmes and Watson follow the path of the goose across London to try to find the thief; James Ryder confesses to the crime; Holmes lets Ryder go.	
Week 8	Assessment preparation	Synthesising knowledge from across the unit to explain all the things which influenced Conan Doyle's writing; exploring a practice essay to develop the skill of writing about an unseen extract; composing an introduction and conclusion.	

Week 1

Key terms:

Population, Metropolitan police force, cholera, investigate, anomalies, periodicals, serial, Sherlock, Arthur Conan Doyle

Lesson 1

Mastery Content

- Holmes and Watson are joined by the police and the manager of a bank
- Holmes believes that a bank is going to be robbed
- The bank is holding a lot of money
- Holmes and the others hide in the vault and wait for the thieves to arrive
- Holmes catches the thief and disarms him

Lesson guide

Do Now

Students to state the names and novels of the characters. Make links to Sherlock Holmes if possible – this is the topic of this unit of work.

Table of previous texts

Make a list of all the books, crimes, characters and punishments read in year 7.

Victorian London

Write a paragraph focussing on what they remember about Victorian London from last year. They should look at the pictures and prompt words to help them.

Compare/expand on what students have written by referring to the information on slide 6.

Reading about the police force

Read sheet about the police in Victorian London.

Comprehension of information – Check for understanding

Discuss questions with a partner.

Complete comprehension questions, using full sentences.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Crime and Punishment in Year 7

The Police in Victorian London

Lesson 2

Mastery Content

- There was lots of disease in Victorian London
- Cholera killed a lot of people in London
- John Snow investigated a series of deaths in Soho
- John Snow's used scientific methods in his investigation
- The Victorians began to use more rigorous scientific methods

Lesson guide

Do Now

Students to list the worst parts of living in Victorian London, using visual prompts. Make links to last year and to previous lesson.

Cholera

Explain that London was full of disease, particularly cholera.

Provide background context on cholera: people thought that it was transmitted through the air by sneezing.

London was densely populated so diseases could spread quickly.

Not many houses had running water. People got water from public water pumps.

Outline the methods John Snow used to investigate the cholera deaths – marking the deaths on a map alongside the pumps people used.

Discussing John Snow's map

Students to discuss the conclusions that they would draw from the map and what recommendations they would make.

Students to answer questions on the deaths and any patterns emerging.

John Snow

Listen to the audio clip about John Snow's investigation.

Discussing John Snow

Students to discuss questions related to the audio clip.

Students to then answer questions in full sentences.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

John Snow and Cholera

John Snow clip transcript

Week 1

Key terms:

Population, Metropolitan police force, cholera, investigate, anomalies, periodicals, serial, Sherlock, Arthur Conan Doyle

Lesson 3

Mastery Content

- Magazines that are published regularly are called periodicals
- The Sherlock Holmes stories were published in The Strand, a periodical
- The Sherlock Holmes stories were written by Arthur Conan Doyle
- Arthur Conan Doyle was a trained doctor
- Sherlock Holmes had a sidekick called Doctor Watson
- Doctor Watson had moved to London

Lesson guide

Do Now

Look at the images and discuss what they all have in common.

Periodicals

Introduce what is meant by the term periodicals and how they were popular in the Victorian era.

Students to discuss why periodicals might have been so successful and what might make them successful.

Sherlock Holmes

Explain who Sherlock Holmes is and that he comes from a periodical.

Students to brainstorm what they already know about Sherlock Holmes.

Students to compare their own notes with the prompts on slide 6.

Reading – Doctor Watson

Read opening to Study in Scarlet- focussing on Dr. Watson.

Answer questions on Dr. Watson.

Writing

Explain that the story is told in the 1st person, from Dr. Watson's perspective.

Students to then re-write two paragraphs in the 3rd person.

Students to correct their work and answer questions on the differences in narrative voice.

Explain Dr. Watson is a created character, but the author is Arthur Conan Doyle.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Doctor Watson

Week 2

Key terms:

Enlighten, deduction, detective, Bohemia, metaphor, abhorrent, distinction, observe, data, theories

Lesson 4

Mastery Content

- Sherlock Holmes and Watson meet
- Holmes is able to make deductions very quickly
- Holmes and Watson move in to Baker Street
- Holmes works as a consulting detective

Lesson guide

Do Now

Students to list what options Dr. Watson has now he can no longer afford his hotel.

Recap

Recap what students have learnt about Dr. Watson. Introduce extract: a mutual friend is about to introduce Dr. Watson to Sherlock Holmes.

The meeting takes place in a laboratory.

Reading- Doctor Watson meets Sherlock Holmes

Read page one, where Watson meets Holmes.

This is an edited version of A Study in Scarlet. the first part of the story Remind students to focus on what they learn about Holmes.

Complete true or false quiz questions.

New vocabulary

Introduce new vocabulary- deduction and observation. Students to discuss questions.

Reading – Doctor Watson asks Holmes how he knew about his injury and his job as a consultant detective

Read page 2 of the resource.

Answer comprehension questions in books, using full sentences.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Dr Watson meets Holmes for the first time

Lesson 5

Mastery Content

- Bohemia is an area of central Europe
- Watson uses metaphor to describe Holmes
- Holmes is described as an observing machine

Lesson guide

Do Now

List what they have learnt about Sherlock Holmes.

Sherlock Holmes stories

Explain that the extracts we have read are from A Study in Scarlet but we will now read A Scandal in Bohemia.

Explain where Bohemia is.

Reading- A Scandal in Bohemia

Read to "... a loud knock at the door."

Did you see or observe questions.

Discuss the difference between seeing and observing.

Metaphor

Remind students what a metaphor is – it's a way of comparing two things.

Look at the metaphor Watson uses to describe Holmes. He is an 'observing machine'.

You may need to provide examples of observing machines to students. Contemporary examples will be fine if it helps students to grasp the vehicle of the metaphor.

Writing about metaphor

Note – writing about the metaphor may be too much for this lesson – you may be able to cover this as an extension task, or this could be used for homework

Students need to write a paragraph on the 'observing machine' metaphor. They can use the template if needed. Once they have written their paragraph, compare it to the example provided. See how students have successfully replicated parts of the paragraph. There may be additional parts that students want to borrow from the model to augment their own writing.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Week 2

Key terms:

Enlighten, deduction, detective, Bohemia, metaphor, abhorrent, distinction, observe, data, theories

Lesson 6

Mastery Content

- Sherlock's client is the King of Bohemia
- The King of Bohemia had a relationship with the singer Irene Adler when he was younger
- Irene Adler has a photograph of them together
- Irene Adler has threatened to release the photograph to the King of Bohemia's fiancée
- The photograph would cause a scandal

Lesson guide

Do Now

What did Holmes work out about the person who wrote the letter he received?

What clues allowed him to deduce this?

Reading- A Scandal in Bohemia

Read next section of the story.

Discuss seeing/observing questions to check for understanding.

Emphasise who the client is.

Continue reading to discover what the scandal is.

Key Concept: Scandals

Introduce definition and recent scandals. Are students able to explain what a scandal is?

The scandal or not quiz provides examples of scandals. You may want to discuss these with students to consolidate their understanding of the concept of a scandal.

A Scandal in Bohemia

Following their discussion of 'scandal', students need to return to the example in the story.

What is the scandal in the story?

Discuss in pairs, then answer in full sentences.

Fortnightly Quiz

Students complete fortnightly quiz.

Can take feedback and address misconceptions.

Resources

Week 3

Key terms:
Scandal, compromise, horse-drawn carriages, Irene Adler, tableaux

Lesson 7

Mastery Content

- Horse-drawn carriages were a popular method of transport in Victorian London
- Holmes is very good at disguising himself
- Holmes dresses as a groom to disguise himself and find out about Irene Adler
- Irene Adler marries Godfrey Norton, a lawyer

Lesson guide

Do Now
 Students to answer questions about transport in Victorian London.

Transport
 Explain that horse-drawn carriages were a popular method of transport. Go through the different words connected with carriages.

Reading- A Scandal in Bohemia
 Read from “**Very well,” said Holmes. (page 11) to “What a morning indeed, Holmes!’ I said. “But what now?” (page 14)**
 Discuss comprehension questions with partner.
 Answer questions in full sentences.

Information on Irene Adler
 Students to write down all they know about Irene Adler.
 Check these notes and add to them using the information on slide 7.

Investigating Irene Adler
Note – writing about the metaphor may be too much for this lesson – you may be able to cover this as an extension task, or this could be used for homework
 Students to answer the question: Why should Holmes be careful when investigating Irene Adler?
 Explain key vocabulary, and model answer for students.
 Students then to complete their own response.

Mastery assessment plenary
Students complete quiz.
 If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Lesson 8

Mastery Content

- Holmes plans to get into Irene Adler's house
- Holmes pretends to be a clergyman
- He stages a fight and pretends to be injured
- Irene Adler lets him into her home
- When inside, Watson throws a smoke flare inside the room and raises the alarm
- Watson watches where Irene Adler looks to work out where the photograph is hidden

Lesson guide

Do Now
 Students to list the skills that Holmes has shown that make him a good detective.

Reading- A Scandal in Bohemia – the plan
 Read from “**What a morning indeed, Holmes!’ (page 14)**
 Read to “**But why on earth would she do that, Holmes?’ I asked.’ (page 17)**
There are comprehension questions here to check for students’ understanding.
In pairs, students to discuss what they have learnt, and what Holmes has kept secret from Watson.

Reading- A Scandal in Bohemia
 Read up to Holmes and Watson returning to Baker Street.
 The scene is dramatic. As students read the scene, you may want to narrate the dramatic moments.

Acting the scene
 After reading the scene, students need to think about the main events that occurred. This is to help check for understanding of the passage students have just read.
 Students to act out the 8 key moments using the prompts provided.
 Create a tableaux for the scene.

Mastery assessment plenary
Students complete true or false quiz.
 If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Week 3

Key terms:
Scandal, compromise, horse-drawn carriages, Irene Adler, tableaux

Lesson 9

Mastery Content

- Irene Adler has left the country with the photograph
- She leaves Holmes a letter explaining that she knew the clergyman was him
- Holmes is unable to recover the photograph
- Irene Adler outsmarts Holmes
- Holmes has enormous respect for Irene Adler

Lesson guide

Do Now

To look at the end of the previous chapter. Discuss in pairs and then answer in books - Who is most likely to have said good night to Sherlock Holmes?

Reading- A Scandal in Bohemia

Read from "The next morning..." to the end of the story.

Discuss seeing/observing questions with a partner.

Analysing Holmes's attitude

Look back at the opening paragraph and answer questions on Irene Adler.

Note: students will be writing a paragraph on Irene Adler in the next activity. If time is tight, it may be worth keeping this activity to a discussion rather than writing things down. This will allow students to spend more time on the writing in the next task.

Irene Adler

Discuss how Holmes feels about being outsmarted by Irene Adler.

Teacher to model paragraph answer to question, identifying each step.

Students to then complete their own answer independently.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Irene Adler

Week 4

Key terms:
the woman, outsmarted, Irene Adler, respect, linking paragraphs, league

Lesson 10

Mastery Content

- Holmes begins a new case
- Holmes makes a series of accurate deductions about Jabez Wilson
- The start to Sherlock Holmes stories are similar:
 - Watson arrives
 - Holmes makes a series of remarkable deductions
 - Holmes explains his reasoning

Lesson guide

Do Now

What shared interests do you think The Red-Headed League have?

Reading- The Red-Headed League

Read the opening of the story, focussing on similarities with the start of A Scandal in Bohemia.

Read up to, “Have you found the item in the newspaper?” (page 28)

Holmes’s deductions

Complete seeing/observing comprehension questions.

Review what has been observed.

Discuss the similarities between the starts of the two stories in pairs, and then complete the table.

Writing

Students to discuss what clues would give away a teacher. Compare/expand their ideas with those on slide 10.

Teacher to model introduction to Holmes's story.

Students to write own version.

Students to check accuracy of writing

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

A Scandal in Bohemia and The Red-Headed League

The Case of the Missing Homework

Lesson 11

Mastery Content

- Newspapers were popular in Victorian London
- Newspapers carried a lot of advertisements
- Jabez Wilson is shown an advertisement for red-headed people
- He is offered a position copying out the Encyclopaedia Britannica for four hours a day
- He is paid well - £4 per day
- The position is taken away from him without any notice after two months
- Holmes is introspective

Lesson guide

Do Now

Make a list of all the different ways people can find out about the news.

The news

Go through the news available and go through those that would be available in Victorian London.

Explain the nature of newspapers in Victorian London.

Look at some of the types of adverts posted in Victorian newspapers (these are all real examples!)

Reading

Read from “Watson, remind me not to explain my methods in the future” (page 28) to “...and yelled to the crowd that the position was filled.” (page 31)

In pairs, discuss seeing/observing comprehension questions. Complete these in full sentences.

You may want to emphasise how strange and bizarre the whole situation is. This would not have been a regular or normal thing to happen – even in Victorian London!

Reading

Continue reading from “His name was Duncan Ross” (page 31) to “Yes, of course,” I answered’ (page 35).

Students need to use the images to explain what happened in the story. There are prompt questions as well to help them generate ideas.

Students need to write succinctly and accurately.

Vocabulary

Introduce new term, “introspection” and discuss examples in pairs.

Discuss in pairs how Holmes is being introspective in the extract.

Consider whether they agree/disagree that introspection make Holmes a better detective. Students may want to write down their ideas depending on the time remaining.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Week 4

Key terms:
the woman, outsmarted, Irene Adler, respect, linking paragraphs, league

Lesson 12

Mastery Content

- Holmes goes and investigates Jabez Wilson's story
- Jabez Wilson's pawnbroker's is set on a dingy square
- The road next to the pawnbroker's is busy
- The road next to the pawnbroker's has a row of shops, including a bank
- Sherlock Holmes wants to find out more about Vincent Spaulding

Lesson guide

Do Now

Students need to describe Sherlock Holmes following. He has a number of interesting characteristics and traits. Students can also consider how other people view him.

The Red-Headed League

Recap the strange nature of the story. Even in Victorian Britain, this kind of thing would have been seen as very strange and improbable!

Sherlock investigates

Students are now going to read an extended passage in the original version.

Before reading, explain what is about to happen. Make sure students are familiar with the events of the passage before they read.

After reading the extract, students need to find a quotation to show where each even happens. This is to check for students' understanding of the passage.

At this stage, ignore the questions in the margin

Jabez Wilson's pawnbroker

Now students have an understanding of the passage, they can continue to look more closely at the extract. Look at the three questions from the margin of the passage. Students need to answer these. This will require a closer focus on the text.

Vincent Spaulding

Holmes is clearly interested in Spaulding. Students need to write down all the things they know about him. They can use their books as well as the passage.

Following this, students need to act like Holmes: look at the facts that have been presented and try to make deductions about him.

Fortnightly Quiz

Students complete fortnightly quiz.

Can take feedback and address misconceptions.

Resources

Holmes and Watson
investigate the area
near Jabez Wilson

Week 5

Key terms:
Introspection, deduction, dual nature, heist

Lesson 13

Mastery Content

- Holmes goes and investigates Jabez Wilson's story
- Holmes thinks that the case might be more serious than first imagined
- Holmes can be quiet and introspective
- Holmes can be energetic and active
- Sherlock is likely to become driven and determined to catch a criminal following a period of introspection

Lesson guide

Do Now

Introduce the term *dual*.
What are the two sides to Sherlock Holmes?

Recap

Complete TRUE/FALSE quiz on Holmes's investigation.
Recap key events (slide 5-6)

Reading

Read the next section about Holmes (pg 75)
Discuss the key summary points.

Dual nature

Explain what is meant by dual nature.
Read through extract about Holmes's dual nature and highlight the different sides to his personality with different colours.

Discuss questions about Holmes's dual nature in pairs.

Writing - Why does Holmes's dual nature make him such a great detective?

Teacher to model paragraph answer to question, identifying each stage of the structure.
Students to then complete their own answer independently.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

The dual nature of Holmes

Lesson 14

Mastery Content

- Holmes and Watson are joined by the police and the manager of a bank
- Holmes believes that a bank is going to be robbed
- The bank is holding a lot of money
- Holmes and the others hide in the vault and wait for the thieves to arrive
- Holmes catches the thief and disarms him

Lesson guide

Do Now

Use the images to write a paragraph about the Metropolitan Police Service.

Victorian police

Explain key points about Victorian Police

Recap

Watson knows Holmes will soon be taking action

Reading

Read from, 'As I watched him enjoying the concert...' (page 37) to 'Finally, we entered a large room, full of crates and boxes.' (page 40)

Comprehension

Discuss seeing/observing comprehension questions in pairs, then answer in full sentences.
Check answers.

Reading

Continue reading from, 'Finally, we entered a large room, full of crates' (page 40) to, 'He bowed to the three of us as Peter Jones led him away.' (page 43)

Use the images to write a short summary about what happened in the passage

Dramatic scene

Recap what has happened.
Students to create dramatic scene- using as much original dialogue as possible.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Week 5

Key terms:
Introspection, deduction, dual nature, heist

Lesson 15

Mastery Content

- Holmes explains the case of the Red-Headed League
- John Clay put the advertisement in the newspaper to get Jabez Wilson out of the house
- John Clay burrowed underground to get to the bank
- Holmes used Clay's dirty knees as a clue to work out what the crime was

Lesson guide

Do Now

Which of these characters is the odd one out and why?

Recap - The Red-Headed League

Explain students are going to find out how Holmes solved the crime.

Explain the key points of what students will be reading as Holmes explains.

Comprehension

Discuss comprehension questions in pairs, then answer in full sentences.

Check answers.

Different Perspectives

Discuss Jabez Wilson's perspective.

Writing task – write down the events of the story from the John Clay, the thief's, perspective. Use the images provided to ensure you include the key events.

Discuss

What made Sherlock Holmes a successful detective in this story?

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Holmes explains the case to Dr. Watson

Week 6

Key terms:
Victorian, Christmas, goose, goose club, carbuncle

Lesson 16

Mastery Content

- Sherlock Holmes is a good detective
- He is observant, good at disguising himself and able to reflect on his cases

Lesson guide

Do Now:
Student mindmap ideas for what makes Holmes such a good detective.
He might very well make a good detective someday
The police officer in Red-Headed League says that Holmes might be a good detective one day. This is humorous because it is an understatement: Holmes is already a superior detective. Question students on the officer's statement. Is Holmes already a good detective? How could he improve?
What makes Sherlock Holmes such a good detective?
Review ideas from Do Now activity. Collate ideas. This lesson will focus on three characteristics that make Holmes a good detective:

- He is good at collecting information
- He is a master of disguise
- He takes time to think carefully about the cases he works on.

Give quotation and model annotation.
Students need to repeat for the different characteristics with provided quotations.
These notes can be used when writing their answer to the question. Good notes and ideas here will mean that students will be able to write more detailed analytical paragraphs.

Writing an answer
Explain structure for paragraph and display model.
Explore how the model clearly identifies the story and then provides a clear explanation of the quotation.
The sequence is structured so that there is a class model, paired writing, then independent writing. You may need to adjust this depending on your students.

Mastery assessment plenary
Students complete quiz.
If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Sherlock Holmes the detective

Lesson 17

Mastery Content

- Victorians began many of the Christmas traditions we have today
- Even poor people were able to enjoy Christmas
- Poor people afforded a Christmas goose by saving up over a number of weeks

Lesson guide

Do Now:
Students think about traditional British Christmas traditions and which traditions may have started in the Victorian era.
Victorian Christmas
Read and/or listen to the information about Victorian Christmas. There are 5 comprehension questions at the end of the resource so students can focus their reading on particular parts of the information.
Review the answers to the questions.
Victorian Christmas: Writing
Read through the opening to an account of Christmas day for a poorer person.
Students need to continue the account of their day.
There are prompts to help them.
There is a writing checklist for students to review their writing.

Mastery assessment plenary
Students complete quiz.
If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Victorian Christmas
Victorian Christmas writing task

Week 6

Key terms:
Victorian, Christmas, goose, goose club, carbuncle

Lesson 18

Mastery Content

- Sherlock Holmes is looking at a hat
- Holmes is trying to find the person that lost the hat
- The person that lost the hat also lost a goose
- Sherlock Holmes is able to make a number of deductions about someone from small details

Lesson guide

Do Now

Introduce 'carbuncle' and explain further if necessary.
Students need to guess what the crime could be and how Holmes solves the case.
Try to keep guesses on topic using information and ideas from the previous stories.

Reading

Read the opening to The Blue Carbuncle. There are five comprehension questions to check for understanding.
Make it clear that the police officer is **not** the person that lost the hat. They just brought the hat to Holmes.

Holmes's deductions

Students need to write down all of the things that Holmes works out about Henry Baker, the person that lost the hat.
Compare with the answers given.

Holmes's explanation

Students begin by watching the video version of Holmes explaining how he made his deductions. The script is a direct transcript of the dialogue in the book. The video version will prime students before reading the original extract.
After watching the video, students read Holmes's explanation in the original version. The focus is on the facts that Holmes found that allowed him to make the inferences and deductions.

Students write down the facts about the hat that allowed Holmes to make his deductions about Henry Baker.

Note – Holmes makes an observation that the man must be clever based on 'cubic capacity'. Today, we would dismiss phrenology as nonsense pseudo-nonsense, but it had not been disproven in late Victorian London. You may want to discuss this with students, but drawing attention to it may just prove to be counter-productive.

Fortnightly Quiz

Students complete fortnightly quiz.
Can take feedback and address misconceptions.

Resources

Sherlock Holmes tells us how he made his deductions

Sherlock Holmes and the man with the hat

Week 7

Key terms:
goose, goose club, carbuncle, forgiveness, compassion

Lesson 19

Mastery Content

- The blue carbuncle has been stolen
- A man has been arrested for the crime
- Holmes decides to investigate
- Holmes's deductions about Henry Baker were entirely accurate
- Henry Baker had nothing to do with the theft of the jewel

Lesson guide

Do Now

Review Holmes's deductions from last lesson. Look at the deductions he made and the facts from that hat that allowed him to make these deductions.

The Blue Carbuncle – reading

Read the passage from the extract that reveals the theft of the blue carbuncle.

There are check for understanding questions as well.

You may want to draw comparisons to the other stories we have read: The Red-Headed League also contained a theft that Holmes had to investigate.

You may also want to draw attention to the new importance finding the owner of the hat has gained. They may be the person that stole the blue carbuncle.

Henry Baker

Review the deductions Holmes made about Henry Baker in the previous lesson and from the Do Now activity.

Note that the list here is shorter. This is to focus on the information that we explicitly find out about in the original extract.

Henry Baker – video clip

Watch the video clip of Holmes interviewing Henry Baker. As you watch, draw attention to the moments that we find out about the deductions Holmes made about Henry Baker.

You may want to pause the video at these moments, or you may want to watch the clip more than once so that we can find out exactly where Baker confirms Holmes's deductions.

Henry Baker – original version

Now that students have seen the clip and found out that Baker confirms Holmes's deductions, they need to read it in the original version.

As students read the extract, they need to write down the number of Holmes's deduction next to the paragraph where Baker confirms it is true.

Two have been done for students already.

Discussion – How does Holmes know Henry Baker didn't steal the jewel

Students briefly discuss how Holmes knows Baker didn't steal the blue carbuncle.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Sherlock Holmes and Henry Baker

Week 7

Key terms:
goose, goose club, carbuncle, forgiveness, compassion

Lesson 20

Mastery Content

- The goose came from a seller in Covent Garden
- Holmes and Watson visit the goose seller
- Holmes tricks the goose seller into telling him where he bought the geese from
- The geese were bred in Brixton

Lesson guide

Do Now

What is meant by the phrase, 'wild goose chase'? How does it apply to this story?

The Alpha Inn – Reading

Holmes and Watson visit the pub that ran the goose club for Henry Baker.

It is only a short passage so read this as a class – you may not need the Classic Starts edition this lesson as the passage is so brief.

Make it clear that they visit quickly, then go on to visit the goose seller in Covent Garden

Exploring London in The Blue Carbuncle

Spend some time exploring the interactive google map of The Blue Carbuncle.

- Look at the key locations in the story (red markers)
- Trace the route Holmes and Watson took (the blue path. **NOTE: you may need to tick the box called 'Holmes and Watson's journey' on the pane on the left)**
- Compare where the events of the story take place in comparison to your school (green markers)

Holmes and Beckinridge – Reading original extract

Introduce the context of the extract students are about to read.

Holmes wants to find out more about the origin of the goose. He visits the goose seller that supplied the Alpha Inn.

There are bullet points that summarise the conversation. **'Holmes tricks the man into telling him where the geese came from' is deliberately vague as this is what students will need to comment on post reading.**

Holmes tricks Beckinridge

Look at the images that summarise how Holmes elicited the information from Beckinridge. Students need to discuss how the image shows how Holmes tricked Beckinridge.

Following discussion, students need to write down their summary of how Holmes tricked Beckinridge.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Holmes investigates the goose-seller – original extract

Lesson 21

Mastery Content

- Holmes meets James Ryder at Covent Garden market
- James Ryder confesses to the crime
- He explains how he hid the jewel in a goose and how it was lost
- Sherlock Holmes lets him go free

Lesson guide

Do Now

Explain the importance of each of the locations in The Blue Carbuncle. Consider why Conan Doyle wanted to use real locations in his stories.

James Ryder – reading

Read the rest of the story.

There are some check for understanding questions to see students' comprehension of the final pages.

Holmes lets James Ryder go free

Students to discuss why Holmes let Ryder go free – why he should and why he should have handed him into the police.

After discussion, students need to collate their ideas into a table, listing why Holmes was right to let him free and why he should have handed him in.

Should Sherlock Holmes have let James Ryder go free?

Students need to write a response on whether Holmes was right to let Ryder go free.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Sherlock Holmes and James Ryder

Week 8

Key terms:
confess, compassion, forgiveness, influence

Lesson 22

Mastery Content

- Conan Doyle was influenced by lots of things when he wrote the Sherlock Holmes stories
- The police, scientific methods, London, and periodical magazines influenced Conan Doyle
- These influences helped to make the Sherlock Holmes stories popular when they were published
- Sherlock Holmes remains popular today

Lesson guide

Do Now

Students to consider what they have enjoyed about studying Sherlock Holmes. This can be linked to the Sherlock Holmes's popularity task later in the lesson.

Sherlock Holmes and the Victorian era

Review when Sherlock Holmes was written. Introduce the idea of influence – there were lots of things happening in the Victorian era that would have influenced Conan Doyle as he wrote Holmes stories.

The influences of Sherlock Holmes

Review some of the main contextual elements we have looked at when studying Sherlock Holmes:

- Police
- Science
- Periodicals
- London

Students are going to investigate how each of them are manifest in the Sherlock Holmes stories and how they would have influenced the writing of the stories.

The influences of Sherlock Holmes

Discuss the questions about the police of Sherlock Holmes. Take feedback before students complete the first box on the resource.

Repeat the discussion, feedback, writing sequence for the remainder of the influences.

Sherlock Holmes's popularity

Explore the different versions of Sherlock Holmes that have been produced since the original publication in 1890.

Students need to consider why Holmes remains popular today.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

The influences of Sherlock Holmes

Lesson 23

Mastery Content

- There will be an unseen extract in the assessment
- Students need to refer to other stories in the assessment
- A good paragraph clearly refers to the story and uses a quotation

Lesson guide

Do Now

Students to mindmap ways they would describe Irene Adler from A Scandal In Bohemia.

Assessment information

Today, students will be introduced to the format of the final assessment. **Make it clear that this is a practice version.**

Students will need to write about the Sherlock Holmes stories they have studied.

There will be an extract that they have to write about.

Essentially, the assessment combines the unseen element of the poetry unit with the full text character study of Bill Sikes from Oliver Twist.

Practice Question

Look at the practice question on Irene Adler.

Identify the extract that students would have to write about.

Student would also have to write about different parts of A Scandal in Bohemia. Students are not given these parts. They have to select them independently.

Model response

Look at a student's response to the assessment question.

Look for the strengths of the response and the areas for development.

Once students have looked through the essay, there are some suggested ideas for students to add to their criticisms.

Improving the response

After looking at the areas for development, students need to spend time improving one paragraph of the response. Focus on the fourth paragraphs using the suggested improvements.

Writing a good paragraph

Go through the structure of how to write a good analytical paragraph. Identify good examples from the model response.

Student then continue to write their own good paragraph on Irene Adler.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Practice question

Week 8

Key terms:
confess, compassion, forgiveness, influence

Lesson 24

Mastery Content

- The assessment will be on Sherlock Holmes
- An introduction briefly summaries the main points that will be made in an essay
- A conclusion reiterates the main points that where made in the essay with some additional comments
- Topic sentences can add cohesion to an essay

Lesson guide

Do Now

Students to mindmap ways they would describe Irene Adler from A Scandal In Bohemia.

Assessment information

Today, students will be introduced to the final assessment.

Students will need to write about the Sherlock Holmes stories they have studied.

There will be an extract that they have to write about.

They will not see the extract until the assessment.

Essentially, the assessment combines the unseen element of the poetry unit with the full text character study of Bill Sikes from Oliver Twist.

Sherlock Holmes

Now students know what the assessment will be about, they can begin to plan for it. Begin by looking at the words used to describe Holmes from the Do Now activity.

Ask students what else they can add to their list.

Identifying key features

Students will not be able to write about all of the characteristics of Sherlock Holmes. Instead, they need to focus on what they consider to be the most important features of Holmes in the stories they have studied.

Ask students to select five of their most important features of Sherlock Holmes.

Finding quotations

Now students know the key features they want to write about, they need to find quotations from the stories to support their ideas.

Students can use their notes and work from earlier in the unit to generate ideas and locate quotations.

These can be recorded in the essay planning sheet. Note that this will be the only notes students are allowed to take into the assessment.

Linking paragraphs

Students have shown their ability to write quality extended paragraphs about a character. One of the things they can do to make their essays more sophisticated is link paragraphs together.

Look at the examples and note how they refer to the previous paragraph and introduce a new topic.

Ask students to look at the five characteristics they have chosen to write about. They need to practise writing linking sentences.

This process may also help to make students think about the sequence of their essay: it will not be easy to link topics if they are too disparate. By placing topics that have some commonality together, an essay can sound more logical and gives the effect of a more considered, layered answer.

Fortnightly Quiz

Students complete fortnightly quiz.

Can take feedback and address misconceptions.

Resources

Assessment planning sheet

