

Year 8 Unit of Work

Literature Unit 1: Sherlock Holmes by Arthur Conan Doyle

Traditional 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 a mysterious client.	
Week 3	A Scandal in Bohemia	The client is revealed to be the King of Bohemia; Irene Adler has photos of the King she may release which would cause a scandal; 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.	
Week 4	Irene Adler	Irene leaves the country with the photo; she has outsmarted Holmes which means he develops a great respect for her; analysing Holmes' attitudes towards women and how Irene changed his perspective; effectively using linking sentences across an essay; analysing the similar opening to each Sherlock Holmes story; using this structure as the basis for a new opening.	
Week 5	The Red-Headed League	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; Holmes has a dual nature which helps him solve cases; dramatising Holmes and associates foiling a bank heist.	
Week 6	The Red-Headed League Holmes the detective Victorian Christmas	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; 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.	
Week 7	The Blue Carbuncle	Holmes tries to find the owner of a lost hat and goose using deductions; 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.	
Week 8	Assessment preparation	James Ryder confesses to the crime; Holmes lets Ryder go; 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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 1</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> The Metropolitan Police were founded in 1829 The Metropolitan Police expanded with London's population in the Victorian era Crime was a problem in Victorian London, even after the Metropolitan Police were founded 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Students to state the names and novels of the characters.</p> <p>Table of previous texts Complete the table – listing character, crime, punishment and how they were caught.</p> <p>Victorian London Write two paragraphs focussing on what they remember about Victorian London from last year. They should look at buildings and people.</p> <p>Reading about the police force Read sheet about the police in Victorian London.</p> <p>Comprehension of information Complete comprehension questions, using full sentences.</p> <p>Adding to Victorian London paragraphs Using the information that they've learnt about the police force, students to add to their two paragraphs from earlier in the lesson.</p> <p>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.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Crime and Punishment in Year 7</p> <p>The Police in Victorian London</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 2</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> 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 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Students to list the worst parts of living in Victorian London.</p> <p>Cholera Explain that London was full of disease, particularly cholera. Go through what John Snow did to investigate cholera.</p> <p>Discussing John Snow's map Students to discuss the conclusions that they would draw from the map and what recommendations they would make.</p> <p>John Snow Listen to the audio clip about John Snow's investigation.</p> <p>Discussing John Snow Students to discuss questions related to the audio clip.</p> <p>Writing about cholera Students to write two paragraphs explaining what happened with the cholera outbreak at the Broad Street pump. Check writing for accuracy.</p> <p>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.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>John Snow and cholera</p> <p>John Snow clip transcript</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 3</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> 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 has a sidekick called Doctor Watson Doctor Watson has moved to London 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Look at image and consider what they all have in common.</p> <p>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.</p> <p>Sherlock Holmes Explain who Sherlock Holmes is and that he comes from a periodical. Students to discuss what they already know about Sherlock Holmes.</p> <p>Sir Arthur Conan Doyle Watch the video, making notes on grid.</p> <p>True or false quiz Go through quiz questions.</p> <p>Reading- Doctor Watson Read opening to Study in Scarlet- focussing on Dr Watson.</p> <p>Comprehension Students to answer questions about Doctor Watson in pairs. They should answer in full sentences.</p> <p>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.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Sir Arthur Conan Doyle</p> <p>Doctor Watson</p>

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 happened in the last section.

Reading- Doctor Watson meets Sherlock Holmes

Read next part of the story (Doctor Watson meets Holmes for the first time).

Complete true or false quiz questions.

New vocabulary

Introduce new vocabulary- enlighten and deduction.

Students to discuss questions.

Reading- Doctor Watson moves in with Holmes

Read next part of the story (Dr. Watson and Sherlock Holmes move in together).

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 metaphors to describe Holmes
- Holmes is described as an observing machine
- Watson explains that emotion would prevent Holmes from being such a good detective

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 from "To Sherlock Holmes" to "questionable memory."

Metaphor

Reread the passage to find metaphors.

Go through model of how to break down the metaphor.

Students attempt metaphor in pairs

Writing about metaphor

Teacher to model paragraph on first metaphor.

Students to write paragraph on the metaphor that they broke down.

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 6

Mastery Content

- Sherlock Holmes live in 221b Baker Street
- Holmes emphasises the difference between seeing things and observing them
- Holmes receives a letter giving him a case to work on
- The client is a huge man
- The client is clearly rich from his luxurious clothes

Lesson guide

Do Now

List the evidence that we have seen that Sherlock Holmes is good at his job?

A Scandal in Bohemia

Explain that A Scandal in Bohemia is set when the two men meet up again after a few years of not seeing each other.

Reading- A Scandal in Bohemia

Introduce a few key words.

Read from 'I had seen little of Holmes recently.' (page 1) to 'The distinction is clear.' (page 4).

Comprehension

Students to discuss the comprehension questions in pairs.

Discuss difference between seeing and observing.

Reading- A Scandal in Bohemia

Read from "'Quite so,' he answered, lighting a cigarette'" (page 4) up to, 'suggestive of resolution pushed to the length of obstinacy.' (page 8)

Discussion

Discuss quotation in more detail.

Discuss what facts we have found out about the client.

Discuss what theories they have about the client

The client

Students to write about who they think the client is and why.

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 3

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 7</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> • 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 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now To decide which events would be a scandal and which would not.</p> <p>Scandal Explain what is meant by a scandal. Give some examples. Recap what happened in the last section.</p> <p>Reading- A Scandal in Bohemia Read next section of the story. Discuss questions in pairs</p> <p>Key words Introduce the word compromise. Students to discuss questions in pairs.</p> <p>Reading- A Scandal in Bohemia Read next section, focussing on the following questions:</p> <ol style="list-style-type: none"> 1. Who has been compromised? 2. What have they done to compromise themselves? 3. Who has strict principles? 4. How will a photograph cause a scandal? <p>A scandal Students to write about the scandal that the King is trying to prevent.</p> <p>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.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 8</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> • 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 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Students to answer questions about transport in Victorian London.</p> <p>Transport Explain that horse- drawn carriages were a popular method of transport. Go through the different words connected with carriages.</p> <p>Reading- A Scandal in Bohemia Read from the start of chapter 2 up to, 'and to think over my plan of campaign.' (page 16) Discuss comprehension questions with partner</p> <p>Reading- A Scandal in Bohemia Read from page 16 'This Godfrey Norton...' to, 'I was sure I might rely on you.' (page 20)</p> <p>Investigating Irene Adler Write down three ways that Holmes investigates Irene Adler in today's section.</p> <p>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.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 9</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> • 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 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Students to list the skills that Holmes has shown that make him a good detective.</p> <p>Holmes and Watson Students to discuss why they think that Holmes and Watson are prepared to break the law.</p> <p>Reading- A Scandal in Bohemia – the plan Read from, ""But what is it you wish?"" – page 20 - to, ""Now carry out my orders to the letter."" - page 23. Discuss questions with partner</p> <p>Reading- A Scandal in Bohemia Read the rest of the chapter, focussing on the dramatic moments.</p> <p>Acting the scene Students to act out the 8 key moments. Create a tableaux for the scene.</p> <p>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.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>

Week 4

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

Lesson 10	<p>Mastery Content</p> <ul style="list-style-type: none"> 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 	<p>Lesson guide</p> <p>Do Now To look at the end of the previous chapter. Who is most likely to have said good night to Sherlock Holmes.</p> <p>Holmes and Watson Students to discuss why they think that Holmes and Watson are prepared to break the law.</p> <p>Reading- A Scandal in Bohemia Read chapter 3 Discuss comprehension questions with a partner</p> <p>Comprehension- A Scandal in Bohemia Students to answer questions, using full sentences.</p> <p>Irene Adler Discuss how Holmes feels about being outsmarted by Irene Adler Write down answer to question 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.</p>	<p>Resources</p>
Lesson 11	<p>Mastery Content</p> <ul style="list-style-type: none"> Holmes respects Adler Holmes describes her as 'the woman' to show his regard for her Holmes is usually dismissive and disrespectful of women Topic sentences can be used to link an essay together 	<p>Lesson guide</p> <p>Do Now Which title do you think is best for the story? Why?</p> <p>Irene Adler Recap what happened with Irene Adler.</p> <p>Sherlock's attitude to women and Irene Adler Using worksheet to help, look at Sherlock's attitudes to Irene Adler and women.</p> <ul style="list-style-type: none"> Model example with students first. Students then write annotations and summary answer on Sherlock's attitudes to women. Teacher to lead class model on Holmes's attitude to Irene Adler. Students then write annotations and summary answer on Sherlock's attitudes to Irene Adler. <p>Writing about Irene Adler Students to answer question 'Why does Sherlock Holmes refer to Irene Adler as 'the woman'?' independently.</p> <p>Linking paragraphs Model how paragraphs can be linked together. Students adjust work to link paragraphs together. Check work.</p> <p>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.</p>	<p>Resources</p> <p>Irene Adler</p>
Lesson 12	<p>Mastery Content</p> <ul style="list-style-type: none"> 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 	<p>Lesson guide</p> <p>Do Now What shared interests do you think The Red-Headed League have?</p> <p>Reading- The Red-Headed League Read the opening of the story, focussing on similarities with the start of A Scandal in Bohemia. Discuss the similarities between the starts of the two stories.</p> <p>Holmes's deductions Discuss what physical features might give away a teacher. Teacher to model introduction to Holmes's story. Students to write own version. Students to check accuracy of writing</p> <p>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.</p>	<p>Resources</p> <p>Writing an introduction to a Holmes story</p>

Week 5

Key terms:
Victorian newspapers, introspection, deduction, dual nature, heist

Lesson 13	<p>Mastery Content</p> <ul style="list-style-type: none"> 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 	<p>Lesson guide</p> <p>Do Now Make a list of all the different ways people can find out about the news.</p> <p>The news Go through the news available and go through those that would be available in Victorian London.</p> <p>Reading Read the next section of the story. Discuss comprehension questions.</p> <p>Reading Read the next section. Use the images to explain what happened in the story</p> <p>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.</p>	<p>Resources</p>
Lesson 14	<p>Mastery Content</p> <ul style="list-style-type: none"> 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 	<p>Lesson guide</p> <p>Do Now What have we learnt about Holmes so far?</p> <p>Reading Read the next section of the story. Discuss comprehension questions.</p> <p>New vocabulary Introduce the word introspection. Discuss questions in pairs.</p> <p>Reading Read the next section. Complete true and false quiz.</p> <p>Dual nature - close reading To engage with the passage displaying Holmes's dual nature, students will embark on a close reading of the text. This involves lots of reading, re-reading and annotation. The PPT guides students through the close reading, but there is also a teacher's annotated version of the passage for your reference, which also contains the teaching sequence for the close reading along with explanatory notes with rationale. Following the close reading, students write a paragraph on this question: How does Watson describe Holmes's 'dual nature'?</p> <p>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.</p>	<p>Resources</p> <p>The dual nature of Holmes Close reading extract Close reading extract – teacher script Close Reading teacher guide</p>
Lesson 15	<p>Mastery Content</p> <ul style="list-style-type: none"> 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 £30000 – around £12m in today's money Holmes and the others hide in the vault and wait for the thieves to arrive Holmes catches the thief and disarms him 	<p>Lesson guide</p> <p>Do Now Use the images to write a paragraph about the Metropolitan Police Service.</p> <p>Victorian police Explain key points about Victorian Police</p> <p>New vocabulary Introduce the word introspection. Discuss questions in pairs.</p> <p>Reading Read the next section.</p> <p>Money Students to discuss what money has been mentioned so far. Explain the differences between money today and money in the Victorian times</p> <p>Reading Read the rest of the story. Use the images to write a short summary about what happened in the passage</p> <p>Dramatic scene Recap what has happened. Students to create dramatic scene- using as much original dialogue as possible.</p> <p>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.</p>	<p>Resources</p>

- 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

Do Now

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

Holmes explains the crime – reading

Recap the heist from the previous lesson: John Clay has been caught in the act of trying to rob the bank. Read Holmes's explanation of the crime as he outlines the timeline and the key events and facts that led him to make his deductions.

Summary Man: John Clay

Previously, Summary Man has been used to summarise short passages or articles. But he is also able to do the same for longer pieces of writing.

Introduce the three key components of Summary Man:

1. **Make sure all the important events are covered.**
 - Important as students are prone to cover events at the start of a summary more thoroughly than the ones at the end
2. **Write your summary in chronological order.**
 - Important to help make the summary clear. The purpose is to give a clear, easy summary, not a complex interpretation
3. **Use Who, What, Where, When, and Why to help write each paragraph.**
 - Important to help keep writing focussed and to the point

Go through each stage, modelling first then allowing students to continue independently.

Summarising The Red-Headed League

Students write their summary of John Clay's actions and events in The Red-Headed League.

Make it explicit that the events should only be those that Clay is involved with (so not Holmes going to the theatre, for example).

What made Sherlock Holmes such a successful detective in The Red-Headed League?

Students discuss what has made Holmes such a successful detective in this story. This will feed into the next lesson where students write a short essay about Holmes's detective skills.

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.

Week 6

Key terms:
 heist, summary, chronological, perspective, characteristic, Christmas

Lesson 17

Mastery Content

- Sherlock Holmes is a good detective
- He has a number of characteristics that make him an effective detective:
 1. He is able to look at problems without becoming emotional
 2. He is very observant
 3. He is very fast and strong
 4. He is a master of disguise
 5. He has a strong set of principles when he makes deductions

Lesson guide

Do Now:
 Student list 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:

1. **He is able to look at problems without becoming emotional**
2. **He is very observant**
3. **He is very fast and strong**
4. **He is a master of disguise**
5. **He has a strong set of principles when he makes deductions**

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 18

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.
 Link to their knowledge of the empire and imports/exports and possibly Queen Victoria and her marriage to Prince Albert.
Victorian Christmas
 Read 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.
Fortnightly Quiz
 Students complete fortnightly quiz.
 Can take feedback and address misconceptions.

Resources

Victorian Christmas

Week 7

Key terms:
carbuncle, commissionaire, declined, fallible, infallible

Lesson 19

Mastery Content

- The story is set just after Christmas
- Holmes is trying to locate the owner of a lost hat
- Holmes makes a number of remarkable deductions about the owner of the hat just by looking at it
- Watson can't believe Holmes's deductions

Lesson guide

Do Now

Introduce vocabulary of carbuncle. Students need to predict what the crime could be. Discourage wild or silly suggestions.

Openings

Hold a quick discussion about the similarities between the openings to A Scandal in Bohemia and The Red-Headed League: both involve Holmes making a series of seemingly-impossible deductions about a person. In The Blue Carbuncle we see the same, only the deductions are made from only looking at a hat, not at a person.

Reading: the hat

Read the first few pages of The Blue Carbuncle.

There are some check for understanding questions so you can see how well students have comprehended this introduction.

It may be worth keeping these questions to a discussion rather than asking students to write down their answers as there is another reading passage with further questions.

Holmes explains his deductions

Holmes explains how he was able to make such outlandish deductions in the next passage.

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.

There are some check for understanding questions so you can see how well students have comprehended Holmes's deductions.

Dr. Watson and Sherlock Holmes

Watson is deferential to Holmes, but the two enjoy a lively and engaging friendship. The quotations that Watson is incredulous, but not dismissive. Ask students to discuss their relationship.

Following discussion, ask students to write two paragraphs on the question: **How would you describe the relationship between Watson and Holmes?**

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 7

Key terms:
carbuncle, commissionaire, declined, fallible, infallible

Lesson 20

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 and Holmes's deductions

Students continue reading. Baker responds to the advert that Holmes put in the papers and confirms many of Holmes's deductions.

After reading, students need to look again at the deductions Holmes made about Baker.

Students need to say whether Holmes was accurate or not.

If Holmes was correct, students need to write the quotation that proves that he was accurate.

One has already been done for students.

Discussion – Is Holmes infallible?

Introduce the idea of fallibility. From everything we have seen in the stories, is Holmes infallible?

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.

Sherlock Holmes and Henry Baker

Resources

Lesson 21

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
- Holmes and Watson find James Ryder
- James Ryder is acting suspiciously

Lesson guide

Do Now

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

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)

Reading: The Alpha Inn

Read the passage including Holmes and Watson's visit to the Alpha Inn. There, they find out that the geese were bought from a seller in Covent Garden market.

You can share some information about Covent Garden market here – you could also refer back to the Google map as well.

Reading: Covent Garden and James Ryder

Introduce the context of the next passage as a lot happens quite quickly. Holmes and Watson go to Covent Garden, trick the goose-seller into revealing where he bought the geese from, and then happen to find James Ryder.

You may want to refer back to the introductory slide after reading to help students clarify the sequence of events.

There are some check for understanding questions as well which should help to unpick any misunderstandings.

James Ryder

Students need to find the facts about James Ryder in the passage where Holmes and Watson meet him.

Following this, students need to make deductions about the type of character he is. You may want to go further and ask students to make the link to Ryder being the criminal in the story: it was he who stole the blue carbuncle from the hotel.

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James Ryder

Resources

Week 8

Key terms:
confess, compassion, forgiveness, influence

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 22</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> 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 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>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.</p> <p>James Ryder – reading Read the rest of the story. There are some check for understanding questions to see students' comprehension of the final pages.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Sherlock Holmes and James Ryder</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 23</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> 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 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>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.</p> <p>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.</p> <p>The influences of Sherlock Holmes Review some of the main contextual elements we have looked at when studying Sherlock Holmes:</p> <ul style="list-style-type: none"> •Police •Science •Periodicals •London <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>The influences of Sherlock Holmes</p>

Week 8

Key terms:
confess, compassion, forgiveness, influence

Lesson 24

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.

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Resources

Practice Question

Week 8

Key terms:
confess, compassion, forgiveness, influence

Lesson 25

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

Planning sheet