

Year 8 – Term 6 – Detective Fiction – Unit intent – This unit continues students’ exploration of the concept of ‘The Voiceless’ through building upon their knowledge of 19th Century society and Literature from Term 1, to now study a specific genre to come out of the 19th Century: Detective Fiction. Students will build upon their study of the Gothic Genre in Year 8, to explore how the Detective Fiction was born from this genre, and focus predominantly on the character of Sherlock Holmes and how his characters and the stories developed the genre we still read today. This feeds forward to the study of ‘An Inspector Calls’, another detective story, studied for the Literature GCSE.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<p><u>Week 1: KG/s and Overview</u></p> <p>Lesson 1 – To identify the conventions of the Detective Genre and describe how Dupin is presented.</p>	<p>Lesson 1 – Introduces students to the Detective Genre and allows them to consider how the writer’s presentation of a character complies with the conventions of the genre.</p> <p>Feeds on from the study of the Gothic Horror and previous knowledge of Poe in Year 8 Terms 4.</p> <p>Feeds forward to next lesson by students using their first impressions of the characters to see how this develops in the rest of the story.</p> <p>Feeds forward to the study of other genres, such as the Dystopian genre and genres of GCSE</p>	<p>Lesson 1 - New: Intellectual</p> <p>Retrieve: Haughty/Condemnation</p>	<p>Lesson 1 -</p> <p>1.) Vocabulary and prior knowledge daily retrieval slides. Introduction to.</p> <p>2.) Detective genre what do students already know? Students identify the conventions they already know. Recall knowledge of the Gothic Genre and Poe. What does this lead them to predict about Murders in the Rue Morgue? Read Part 1 of the story and highlight quotations that give an impression of Dupin and write an</p>	

Vocab Bank

	texts, particularly 'An Inspector Calls'.		explanation of how Dupin is presented and how he conform to their expectations of the genre.	
Lesson 2 – To identify clues from the text and explain their predictions.	<p>Lesson 2 – Allows students to develop their skills of inference and deduction and how to use these to make predictions.</p> <p>Feeds on from previous texts studied, such as 'The Crucible' and 'Pride and Prejudice' in Year 8, where students will have also developed this skill.</p> <p>Feeds forward to next lesson by students using their first impressions of the characters to see how this develops in the rest of the story, as well as their knowledge of the clues we have been given.</p> <p>Feeds forward to the use of this key skill when studying all future texts,</p>	<p>Lesson 2 -</p> <p>New: Deduction</p> <p>Retrieve: Intellectual/Ostracised</p>	<p>Lesson 2 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read Part 2 of the story. Identify and list key clues from the newspaper report. Use the clues to write an explanation of their predictions of how committed the murders. 	

Vocab Bank

	as this is a key skill in both the Literature GCSE and the Language Reading sections.			
Lesson 3 - To identify clues from the text and explain their predictions.	<p>Lesson 3 – Allows students to develop their skills of inference and deduction and how to use these to make predictions.</p> <p>Feeds on from previous texts studied, such as ‘The Crucible’ and ‘Pride and Prejudice’ in Year 8, where students will have also developed this skill.</p> <p>Feeds forward to next lesson by students using their first impressions of the characters to see how this develops in the rest of the story, as well as their knowledge of the clues we have been given.</p> <p>Feeds forward to the use of this key skill when studying all future texts, as this is a key skill in both the Literature GCSE and the Language Reading sections.</p>	<p>Lesson 3 -</p> <p>New: Consternation</p> <p>Retrieve: Intellectual/Deduction</p>	<p>Lesson 3 -</p> <p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Read Part 3 and 4 of the story. Identify and list further key clues from the examination of the room. Use the clues to write an explanation of how their predictions have now developed.</p>	
Lesson 4 – To evaluate the ending of the story	Lesson 4 – Allows students to develop their	<p>Lesson 4 -</p> <p>New: Tenacious</p>	Lesson 4 –	Reading Journal and Vocabulary Retrieval.

Vocab Bank

<p>and assess the accuracy of their own predictions.</p>	<p>ability to evaluate the effectiveness of writer's choices and consider alternative endings. They can also assess whether their own predictions were accurate and how the writer's language choices gave them this impression. Feeds on from previous texts where students have been asked to evaluate, such as 'A Christmas Carol' assessment last term, or when reading 'The Crucible'. Feeds forward to next lesson by students using their knowledge of the story to consider how is inspires Conan-Doyle. Feeds forward to the key Band 5 skill in the GCSE English Literature and Language when study all set texts.</p>	<p>Retrieve: Consternation/Deduction</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read Part 4 and 5 of the story. Assess the accuracy of their original predictions and how the clues Poe left hinted at the ending. Write an evaluation of the ending. Do they think it was effective or disappointing? 	
<p><u>Week 2: KG/s and Overview</u> Lesson 5 – To identify key information about Arthur Conan Doyle and</p>	<p>Lesson 5 – Allows students to develop their knowledge of a key literary author and understand how his experiences helped him</p>	<p>Lesson 5 - New: Enigmatic Retrieve: Tenacious/Intellectual</p>	<p>Lesson 5 – 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students watch the documentary from</p>	

Vocab Bank

<p>his character: Sherlock Holmes.</p>	<p>develop the character of Sherlock Holmes and how this further influenced the Detective genre.</p> <p>Feeds on from the study of central characters in the previous novels, such as Elizabeth Bennet in 'Pride and Prejudice' and Macbeth in 'Macbeth'.</p> <p>Feeds forward to next lesson by students using their contextual knowledge to apply to how the text presents Sherlock's character.</p> <p>Feeds forward to the study of Inspector Goole in 'An Inspector Calls' in the GCSE Literature exam.</p>		<p>the following link and identify through note taking key information they learn about Arthur Conan Doyle and his character: Sherlock Holmes.</p>	
<p>Lesson 6 – To analyse and evaluate how language is used to create an impression of Holmes' character.</p>	<p>Lesson 6 – Allows students to continue to develop the skill of word level analysis, considering how a writer's deliberate language choices create an impression of their character.</p> <p>Feeds on from previous lessons and assessments of developing this skill, which will be at least</p>	<p>Lesson 6 - New: Idiosyncratic Retrieve: Enigmatic/Deduction</p>	<p>Lesson 6 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Introduce students to the objective of the next few weeks (creative writing through Sherlock's presentation). Read the first extract from 'A Study in Scarlet' and highlight key 	

Vocab Bank

	<p>once per text studied since Year 7.</p> <p>Feeds forward to next lesson by students using their knowledge of how Sherlock is presented to answer their assessment question.</p> <p>Feeds forward to all future study of texts and exam style analysis of them, as this is an essential skill that students are constantly applying to every text they study in English.</p>		<p>quotations that present Sherlock's character. Explode quotations and write a practice mini PEE analysing and evaluating how Sherlock is presented.</p>	
<p>Lesson 7 – To analyse and evaluate how language is used to create an impression of Holmes' character.</p>	<p>Lesson 7 – Allows students to continue to develop the key of world level analysis, considering how a writer's deliberate language choices create an impression of their character.</p> <p>Feeds on from previous lessons and assessments of developing this skill, which will be at least once per text studied since Year 7.</p> <p>Feeds forward to next lesson by students using their knowledge of</p>	<p>Lesson 7 - New: Dubious Retrieve: Idiosyncratic/Intellectual</p>	<p>Lesson 7 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Give students assessment extract. They have 5 minutes to read the extract and identify 3 – 5 short quotations. Live model effective overview and first mini PEE to the question: How is Sherlock Holmes presented in the extract? Students 	<p>Reading Journal and Vocabulary Retrieval.</p>

Vocab Bank

	<p>Sherlock's character to apply to the next extract. Feeds forward to all future study of texts and exam style analysis of them, as this is an essential skill that students are constantly applying to every text they study in English.</p>		<p>then have half an hour to answer the question.</p>	
<p><u>Week 3: KG/s and Overview</u> Lesson 8 – To describe the character traits of Sherlock Holmes and use this to develop their own character</p>	<p>Lesson 8 – Allows students to use further extract to build upon their understanding of Holmes' character through the writer's deliberate language choices. Develop creative writing skills by using this knowledge to begin creating their own detective for their narrative. Feeds on from previous opportunities to develop narrative writing/creative writing skills, which they have done since the start of Year 7. Feeds forward to next lesson by students using their knowledge of Sherlock's character and</p>	<p>Lesson 8 - New: Seldom Retrieve: Dubious/Abhorrent</p>	<p>Lesson 8 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read extract from 'A Scandal in Bohemia' to develop their impression of Holmes through his reaction to another character. Write a description of his character in what they've read so far. Use this information to begin planning and creating their own detective character. 	

Vocab Bank

	<p>how he's presented to the next extract.</p> <p>Feeds forward to AO2 in both the Literature GCSE texts and Language exam and the Narrative Writing of the language exam.</p>			
<p>Lesson 9 – To explain how Doyle uses language and structure in his setting to create a specific mood/atmosphere.</p>	<p>Lesson 9 – Allows students to probe further into the writer's craft by examining the range of techniques an effective writer uses, such as: structure, sensory language etc to create atmosphere and engage the reader.</p> <p>Feeds on from previous texts where students have explored the writer's craft, such as 'The Crucible', 'Macbeth' and the Gothic and Romantic genres. Feeds forward to next lesson by students using their knowledge of the techniques used to create tension to a study of the setting in the next extract.</p> <p>Feeds forward to AO1 and AO2 in GCSE</p>	<p>Lesson 9 -</p> <p>New: Malignant</p> <p>Retrieve: Seldom/Idiosyncratic</p>	<p>Lesson 9 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Show students image of moor and students consider the mood/emotions and adjectives they'd associate with it. Read the first paragraph of the extract from 'The Hound of the Baskervilles' with students identifying language which creates tension – highlight and copy in books to analyse more carefully noting the effect created (not just tension). Read rest of extract and ask students to consider how Doyle 	

Vocab Bank

	Literature when studying the set texts, and subsequent narrative assessment. Also to the study of future Year 9 novel, such as Lord of the Flies and Animal Farm		organises/structures this part of the story to create tension and write an explanation of how Doyle's techniques create mood/atmosphere.	
Lesson 10 - To analyse and evaluate how Doyle uses language and structure in his setting to create a specific mood/atmosphere	<p>Lesson 10 – Allows students to probe further into the writer's craft by examining the range of techniques an effective writer uses, such as: structure, sensory language etc. to create atmosphere and engage the reader.</p> <p>Feeds on from previous texts where students have explored the writer's craft, such as 'The Crucible', 'Macbeth' and the Gothic and Romantic genres.</p> <p>Feeds forward to next lesson by students using their knowledge of Sherlock's character, and the techniques the writer uses, to apply to their own planning of a narrative.</p>	<p>Lesson 10 -</p> <p>New: Obstinate</p> <p>Retrieve: Malignant/Tenacious</p>	<p>Lesson 10 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Use knowledge from last lesson to study the presentation of setting in extract from 'The Final Problem'. Examine extract carefully identifying sensory language that helps create/sustain our interest as readers as well as help generate tension during reading – be ready to explain how. Students analyse and evaluate the extract by answering the following question: How does Doyle create a sense of fear 	

Vocab Bank

	Feeds forward to AO1 and AO2 in GCSE Literature when studying the set texts, and subsequent narrative assessment. Also, to the study of future Year 9 novel, such as Lord of the Flies and Animal Farm		and danger through his use of structure and sensory language when describing the setting.	
Lesson 11 – To use deliberate language choices to present your own fictional detective.	<p>Lesson 11 – Allows students to develop their creative/narrative writing skills, by considering their own language choices as writer’s and the deliberate impression they want to give of their character to the reader.</p> <p>Feeds on from previous opportunities to develop creative/narrative skills, which students have done since the start of Year 7.</p> <p>Feeds forward to next lesson by students using their planning to write their narrative.</p> <p>Feeds forward to the narrative writing in the Language GCSE.</p>	<p>Lesson 11 -</p> <p>New: Decisive</p> <p>Retrieve: Obstinate/Idiosyncratic</p>	<p>Lesson 11</p> <p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Introduce students to creative writing assessment - produce a piece of creative prose writing in which you introduce an idiosyncratic detective to the reader.</p> <p>Student use the previous lesson to build on the character profile of their detective. Teacher live model effective techniques to use in their assessment.</p>	Reading Journal and Vocabulary Retrieval.
<u>Week 4: KG/s and Overview</u>	Lesson 12 – Allows students to develop their	Lesson 12 -	Lesson 12 –	
		New: Expostulate		

Vocab Bank

<p>Lesson 12 - To use deliberate language choices to present your own fictional detective.</p>	<p>creative/narrative writing skills, by considering their own language choices as writer's and the deliberate impression they want to give of their character to the reader.</p> <p>Feeds on from previous opportunities to develop creative/narrative skills, which students have done since the start of Year 7.</p> <p>Feeds forward to next lesson by students using their knowledge of the techniques needed to write a narrative to apply to the techniques the writer has used.</p> <p>Feeds forward to the narrative writing in the Language GCSE.</p>	<p>Retrieve: Decisive/Enigmatic</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Final teacher modelling of using effective vocabulary in their assessment. Students complete assessment: produce a piece of creative prose writing in which you introduce an idiosyncratic detective to the reader. 	
<p>Lesson 13 – To identify and analyse how the writer creates pace and excitement through the narrative description of a chase.</p>	<p>Lesson 13 – Allows students to consider the writer's craft and how their structural and language choices engage and excite the reader.</p> <p>Feeds on from previous lesson exploring writer's craft in novels such 'The Crucible' and 'Macbeth',</p>	<p>Lesson 13 - New: Blunder Retrieve: Expostulate/Consternation</p>	<p>Lesson 13 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) In pairs explore how writers control pace through their writing? How do they give a sense of momentum? How 	

Vocab Bank

	<p>as well as the Romantic Poetry in Term 3 of Year 8.</p> <p>Feeds forward to next lesson by students using knowledge of the writer's craft to apply to their own writing.</p> <p>Feeds forward to the study of the writer's craft and intentions in future texts and in Literature GCSE, as well as their own narrative writing.</p>		<p>might structure be essential? Look at the extract context for 'The Sign of Four' what should we anticipate in the extract? E.g. use of setting, verbs/adverbs, description, etc.</p> <p>Read extract through and identify and analyse how it creates a sense of excitement through a chase – annotate as class.</p>	
<p>Lesson 14 – To use specific techniques to create excitement through the writing of your own chase sequence.</p>	<p>Lesson 14 – Allows students to use the previous extracts as a model for how to use more sophisticated techniques in their own creative/narrative writing, such as creating pace through structure and punctuation choices.</p> <p>Feeds on from previous pieces of creative/narrative writing, which students</p>	<p>Lesson 14 - New: Exhilaration Retrieve: Blunder/Obstinate</p>	<p>Lesson 14 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students have 20 minutes to use yesterday's lesson to: produce a piece of creative prose writing in which you narrate a chase between two people. For example: teacher chasing student or neighbour chasing 	<p>Reading Journal and Vocabulary Retrieval.</p>

Vocab Bank

	<p>have done since the start of Year 7.</p> <p>Feeds forward to next lesson by students using their knowledge of the skills used to write their own narrative to apply to the techniques the writer uses.</p> <p>Feeds forward to end of term assessment and narrative writing in the Language GCSE.</p>		<p>etc. Peer assess work, identifying how tension is built/created through language, setting, structure.</p>	
<p><u>Week 5: KG/s and Overview</u></p> <p>Lesson 15 – To analyse how Doyle uses language and structure to create tension.</p>	<p>Lesson 15 – Allows students to consider the writer’s craft and how their structural and language choices create tension for the reader.</p> <p>Feeds on from previous lesson exploring writer’s craft in novels such as ‘The Crucible’, as well as the Romantic and Gothic genres and ‘Pride and Prejudice’.</p> <p>Feeds forward to next lesson where students use their knowledge of Sherlock’s character to consider who would make a good adversary for him.</p>	<p>Lesson 15 -</p> <p>New: Cunning</p> <p>Retrieve: Exhilaration/Expostulate</p>	<p>Lesson 15 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Read the second extract from ‘The Hound of the Baskervilles’ and put students into groups. Give each group an aspects of the extract to analyse and students feedback their analysis to the rest of the class for collective annotation. 	

Vocab Bank

	Feeds forward to the study of the writer's craft and intentions in future texts and in Literature GCSE, as well as their own narrative writing.			
Lesson 16 – To analyse how Doyle uses dialogue, structure and narrative description to generate suspenseful atmosphere	<p>Lesson 16 – Allows students to consider writer's craft and how they use a range of techniques, such as dialogue and descriptive language to create characters and their relationships.</p> <p>Feeds on from previous lessons this term, where they have been exploring different presentation of characters in the Sherlock Holmes stories.</p> <p>Feeds forward to next lesson by students using their knowledge of Moriarty to create their own adversary.</p> <p>Feeds forward to the study of Literature texts at GCSE when considering the writer's craft.</p>	<p>Lesson 16 -</p> <p>New: Adversary</p> <p>Retrieve: Cunning/Malignant</p>	<p>Lesson 16 –</p> <p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Students consider what makes a good adversary and famous adversary relationships from film/tv/literature. Read through the opening two paragraphs of the extract from 'The Final Problem' and consider how Doyle uses dialogue and other techniques to create an impression of Holmes and Moriarty's relationship and how this builds suspense.</p>	
Lesson 17 – To use a range of techniques to	Lesson 17 – Allows students to use all of the	Lesson 17 -	Lesson 17 –	
		New: Platitude		

Vocab Bank

<p>narrate an encounter between your detective and his adversary.</p>	<p>techniques they have analysed from Doyle's writing and experiment with using them in their own creative/narrative writing.</p> <p>Feeds on from previous assessment this term and additional practices they have done.</p> <p>Feeds forward to next lesson by students using the character they created today to inform their final assessment.</p> <p>Feeds forward to their narrative assessment this term and the narrative writing in the Language GCSE.</p>	<p>Retrieve: Adversary/Dubious</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Use the last extract to create their own adversary foe for their fictional detective. Follow the prompts on the PP Presentation to write a short meeting between their detective and his adversary, using a range of techniques for deliberate effect. 	
<p>Lesson 18 – To use a range of techniques for deliberate effect through their own piece of narrative writing</p>	<p>Lesson 18 – Allows students to use all of the techniques they have learnt this term through reading the extracts and analysing the writer's choice of language and techniques and apply this to their own narrative writing.</p> <p>Feeds on from previous assessment this term and</p>	<p>Lesson 18 - New: Incurrible Retrieve: Platitude/Enigmatic</p>	<p>Lesson 18 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Introduce students to the three assessment tasks and students pick one as a prompt for their narrative writing. Students use the extracts and previous practices/assessment 	<p>Reading Journal and Vocabulary Retrieval.</p>

Vocab Bank

	<p>additional practices they have done.</p> <p>Feeds forward to next lesson where students use their knowledge to continue the planning of their final narrative assessment.</p> <p>Feeds forward to their narrative assessment this term and the narrative writing in the Language GCSE.</p>		to plan their narrative.	
<p><u>Week 6: KG/s and Overview</u></p> <p>Lesson 19 - To use a range of techniques for deliberate effect through their own piece of narrative writing</p>	<p>Lesson 19 – Allows students to use all of the techniques they have learnt this term through reading the extracts and analysing the writer’s choice of language and techniques and apply this to their own narrative writing.</p> <p>Feeds on from previous assessment this term and additional practices they have done.</p> <p>Feeds forward to next lesson where students use their planning to complete their assessment.</p>	<p>Lesson 19 -</p> <p>New: Introspective</p> <p>Retrieve: Incorrigible/Deduce</p>	<p>Lesson 18-</p> <p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Students continue planning narrative. Teacher models the range of techniques they should consider: descriptive language, vocabulary choices, sentence structure, pace, dialogue etc.</p>	

Vocab Bank

	Feeds forward to their narrative assessment this term and the narrative writing in the Language GCSE.			
Lesson 20 - To use a range of techniques for deliberate effect through their own piece of narrative writing.	<p>Lesson 20 – Allows students to use all of the techniques they have learnt this term through reading the extracts and analysing the writer’s choice of language and techniques and apply this to their own narrative writing.</p> <p>Feeds on from previous assessment this term and additional practices they have done.</p> <p>Feeds forward to next lesson where students use their knowledge of Sherlock from the whole term to inform their analysis of several film/tv interpretations.</p> <p>Feeds forward to their narrative assessment this term and the narrative writing in the Language GCSE.</p>	<p>Lesson 20 -</p> <p>New: Exalted</p> <p>Retrieve: Introspective/Idiosyncratic</p>	<p>Lesson 20-</p> <p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Students complete narrative assessment.</p>	
Lesson 21 – To identify how Sherlock’s	Lesson 21 – Allows students the opportunity	Lesson 21 -	Lesson 21 –	
		New: Adaptation		

Vocab Bank

<p>characteristics are presented in a media adaptation and compare to the original story</p>	<p>to develop their comparative skills by considering how different writer's/directors adapt original source material and how this compares to the original.</p> <p>Feeds on from the study of the Sherlock Holmes extracts this term.</p> <p>Feeds forward to next lesson where students use their knowledge of the first part of the film to apply to the rest.</p> <p>Feeds forward to the comparative skills needed in both Language and Literature GCSE, as well as developing students understanding of the writer's decisions and choices.</p>	<p>Retrieve: Exalted/Cunning</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Watch the 2009 Guy Ritchie adaptation of Sherlock Holmes. As students watch they should fill in the comparison grid resource by identifying how Holmes and his relationships are presented in the film and compare this to the presentation in the original stories. 	
<p><u>Week 7: KG/s and Overview</u> Lesson 22 - To identify how Sherlock's characteristics are presented in a media adaptation and compare to the original story</p>	<p>Lesson 22 – Allows students the opportunity to develop their comparative skills by considering how different writer's/directors adapt original source material and how this compares to the original.</p>	<p>Lesson 22 - New: Brawl Retrieve: Adaptation/Exhilaration</p>	<p>Lesson 22 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Watch the 2009 Guy Ritchie adaptation of Sherlock Holmes. As students watch they should fill in the comparison grid 	

Vocab Bank

	<p>Feeds on from the study of the Sherlock Holmes extracts this term.</p> <p>Feeds forward to next lesson where students use their knowledge of this adaptation to compare to a second adaptation.</p> <p>Feeds forward to the comparative skills needed in both Language and Literature GCSE, as well as developing students understanding of the writer's decisions and choices.</p>		<p>resource by identifying how Holmes and his relationships are presented in the film and compare this to the presentation in the original stories.</p>	
<p>Lesson 23 - To identify how Sherlock's characteristics are presented in a media adaptation and compare to the original story and other film adaptations.</p>	<p>Lesson 23 – Allows students the opportunity to develop their comparative skills by considering how different writer's/directors adapt original source material and how this compares to the original.</p> <p>Feeds on from the study of the Sherlock Holmes extracts this term.</p> <p>Feeds forward to next lesson by students using their knowledge of this</p>	<p>Lesson 23 - New: Awe Retrieve: Brawl/Expostulate</p>	<p>Lesson 23 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Watch the first episode of the BBC adaptation of Sherlock Holmes. As students watch they should fill in the comparison grid resource by identifying how Holmes and his relationships are presented in the film 	

Vocab Bank

	<p>adaptation to compare to the first. Feeds forward to the comparative skills needed in both Language and Literature GCSE, as well as developing students understanding of the writer's decisions and choices.</p>		<p>and compare this to the presentation in the original stories and in the 2009 film.</p>	
<p>Lesson 24 - To identify how Sherlock's characteristics are presented in a media adaptation and compare to the original story and other film adaptations.</p>	<p>Lesson 24 – Allows students the opportunity to develop their comparative skills by considering how different writer's/directors adapt original source material and how this compares to the original. Feeds on from the study of the Sherlock Holmes extracts this term. Feeds forward to next lesson by students using their knowledge of this adaptation to compare to the first. Feeds forward to the comparative skills needed in both Language and Literature GCSE, as well as developing students understanding of the</p>	<p>Lesson 24 - New: Derisive Retrieve: Awe/Obstinate</p>	<p>Lesson 24 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Watch the first episode of the BBC adaptation of Sherlock Holmes. As students watch they should fill in the comparison grid resource by identifying how Holmes and his relationships are presented in the film and compare this to the presentation in the original stories and in the 2009 film. 	

Vocab Bank

	writer's decisions and choices.			
<p>Lesson 25 – To write a comparison of how Sherlock Holmes is presented in a range of media adaptations and compare to the original source material, evaluating which is the more effective adaptation</p>	<p>Lesson 25 – Allows students to use their knowledge of both the extracts and the films they have studied this term to write a comparison of the different film adaptations and develop their skills of evaluation to consider which they think is more effective and why. <i>Feeds on from everything studied this term.</i> <i>Feeds forward to the comparative aspects of the Language and Literature GCSE.</i></p>	<p>Lesson 25 - New: Intricate Retrieve: Derisive/Seldom</p>	<p>Lesson 25 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Vocabulary and prior knowledge daily retrieval slides. 3.) Using their comparison grid, students write a comparison of how Sherlock is presented in both film adaptations and how this compares to the original. Students should then evaluate what they think is the most effective adaptation and explain why. 	<p>Reading Journal and Vocabulary Retrieval.</p>

Vocab Bank