

**Scheme of Work 2020-2021**  
**Subject: English**

**Year Group: 9**  
**Specification: The Speckled Band**  
**Express/Mainstream:**

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE Q stem)	Homework	Lit Num SMSC Codes
1	<b>Victorian London</b> To begin to understand the historical context behind The Speckled Band	<ul style="list-style-type: none"> <li>- Starter: Mindmap - what do you think when you hear the word 'Victorian'?</li> <li>- Picture exercise</li> <li>- How can you describe London based on the pictures? <b>SW</b></li> <li>- Plenary: What is context?</li> </ul>	S&C: What can you infer about the way people lived based on the pictures?	AO3		C5 SP1 SP9 SP10
2	<b>Crime in Victorian London</b> To begin to understand how crime was a prominent part of Victorian society	<ul style="list-style-type: none"> <li>- Starter: Write a brief sentence on what Victorian London was like</li> <li>- Female criminals table exercise</li> <li>- Questions on powerpoint relating to table <b>SW</b></li> <li>- Plenary: Which case from your table do you find the most compelling and why</li> </ul>		AO3		SP10 SP1
3	<b>Murder in Victorian London</b> To learn what key events paved the way for detective murder-mystery fiction	<ul style="list-style-type: none"> <li>- Starter: Was crime a prominent part of Victorian society? Why?</li> <li>- Can you solve the case?</li> <li>- Jack the Ripper clips</li> <li>- Questions on J.T.R <b>SW</b></li> <li>- Plenary: Why does the prevalence of Jack the Ripper mean Victorian's, then more than ever, were interested in detective fiction?</li> </ul>	S&C: How does the complexity of Jack the Ripper as a figure tie into this?	AO3	To research Jack the Ripper and his influence on Arthur Conan-Doyle	SP6 SP10 C5

4	<p><b>Key Components and Context of the Detective Fiction Genre</b></p> <p>To understand the key composites of detective fiction and how it derived</p>	<ul style="list-style-type: none"> <li>- Starter: What do we mean by 'key components of detective fiction'?</li> <li>- Mindmap - what do we already know about detective stories?</li> <li>- Key components worksheet <b>SW</b></li> <li>- Clip on Victorian detective fiction</li> <li>- Plenary: Pick one component of detective fiction and explain how it is important to the genre</li> </ul>	<p>S&amp;C: How might language play a role in the conveying of these components?</p>	<p>AO2 &amp; AO3</p>		<p>C5</p> <p>SP9</p> <p>SP10</p> <p>SP6</p>
5	<p><b>Inference and Deduction</b></p> <p>To look closely in depth at what inference and deduction means and why it is important to the reader within a detective story</p>	<ul style="list-style-type: none"> <li>- Starter: List as many key components of detective fiction as you can remember</li> <li>- Can you solve the case 2</li> <li>- Inference and deduction chart exercise</li> <li>- Extract examine and questions <b>SW</b></li> <li>- Plenary: Why is inference and deduction important to detective fiction?</li> </ul>	<p>S&amp;C: How can you implement AO2 here?</p>	<p>AO1 &amp; AO2</p>		<p>SP9</p> <p>SP6</p> <p>C5</p>
6	<p><b>Responding to a literature based question</b></p> <p>To practice writing in the PEEL format to a literature question</p>	<ul style="list-style-type: none"> <li>- Starter: What makes a good PETAL paragraph?</li> <li>- Question assessment objectives</li> <li>- Example extract and PETAL planning exercise (one done together one done as a class)</li> <li>- Writing a PETAL paragraph <b>SW</b></li> <li>- Plenary: Peer marking PETAL paragraphs</li> </ul>		<p>AO1, AO2, AO3 &amp; AO4</p>		<p>SO6</p> <p>SO8</p> <p>SP6</p>
7	<p><b>BB Task: How is the Element of Mystery Conveyed in The Extract?</b></p>	<p>Blue book task to completed for the entirety of the session</p> <p>Extract from From "Holmes, after a careful examination through the open window" to "the tassel actually lying upon the pillow</p>		<p>AQA Literature Paper 1 Q 2</p> <p>AO1, AO2, AO3 &amp; AO4</p>		<p>SO6</p>

8	<p><b>The Life of Arthur Conan-Doyle</b> To begin to understand the life of the writer Arthur Conan-Doyle and how this may have influenced his Sherlock Holmes series</p>	<p><b>- Feed Forward task</b></p> <ul style="list-style-type: none"> <li>- Clips on Conan-Doyle &amp; other notable writers' of the genre</li> <li>- Create (on paper, not literally) a Facebook/Instagram profile for Sir Arthur Conan-Doyle <b>SW</b></li> <li>- Sharing profiles with the class</li> <li>- Plenary: Write a sentence relating to the word of the day to Arthur Conan-Doyle</li> </ul>	<p>S&amp;C: How might you convey the context of Victorian London within your profile?</p>	AO3	Doddle exercise	SP6 C5 SP9
9	<p><b>The Character of Sherlock Holmes</b> To learn how Sherlock Holmes rose to prominence in Victorian England and the key quirks of the character</p>	<ul style="list-style-type: none"> <li>- Starter: What do you already know about Sherlock Holmes? List or create a mindmap</li> <li>- Picture deduction exercise</li> <li>- Note taking exercise on Sherlock Holmes reception in Victorian England and key characteristics of Sherlock Holmes</li> <li>- Quote exercise: Which is Sherlock Holmes?</li> <li>- Plenary: use your notes to create a funny yet witty meme on Sherlock Holmes <b>SW</b></li> </ul>	<p>S&amp;C: How will you successfully embed AO2 and AO3 without it looking obvious?</p>	AO2 & AO3		SO6 C5 SP9 SP6
10	<p><b>Drawing in the Reader: The Opening of The Speckled Band</b> To begin reading Conan-Doyle's <i>The Speckled Band</i> and examine how he draws in the reader</p>	<ul style="list-style-type: none"> <li>- Starter: We are going to begin reading <i>The Speckled Band</i> today. What are your first thoughts about this story?</li> <li>- Reading from start up until "My name is Helen Stoner".</li> <li>- Write a brief summary on what has happened so far <b>SW</b></li> <li>- Partner exercise: Underline techniques/areas of the text where Conan-Doyle has drawn in the reader.</li> </ul>	<p>S&amp;C: How specifically has Holmes used AO2 here?</p>			C5 SO8 SP1

		<ul style="list-style-type: none"> <li>- Choose two of the snippets of the text you have underlined. Why is Conan-Doyle successful here at engaging the reader?</li> <li>- Plenary: Quote and analysis sharing</li> </ul>				
<b>11</b>	<p><b>The Character of Helen Stoner</b></p> <p>To look at the introduction of Helen Stoner and to consider what can be conferred about her character</p>	<ul style="list-style-type: none"> <li>- Starter: Relate the WOTD with the plot of The Speckled Band</li> <li>- Reading up until “your sister is dead, then?”</li> <li>- What do we notice about the character of Helen Stoner?</li> <li>- PETAL plan on Helen Stoner <b>SW</b></li> <li>- Plenary: Sharing plans with class</li> </ul>	S&C: What do you notice about Helen Stoner’s dialogue?	AO1 &AO2	To research the suffragette and suffragist movements	C5 SO8 SO6 SP1
<b>12</b>	<p><b>Women and Class at the time of The Speckled Band</b></p> <p>To understand the role of women at the time of The Speckled Band and how class played a part in this</p>	<ul style="list-style-type: none"> <li>- Starter: How do you think women were regarded at this point in history?</li> <li>- Reading up to “Such was the dreadful end of my beloved sister”</li> <li>- Pair work. Half the class: What clues do we get about Helen Stoner’s class from her dialogue? Other half: What clues do we get of Helen Stoner’s class from Holmes’ dialogue?</li> <li>- Note taking exercise - women in the Victorian era</li> <li>- Plenary: Bullet point very briefly what we learn about the character of Sherlock Holmes here</li> </ul>	<ul style="list-style-type: none"> <li>- What techniques does Conan-Doyle use to enhance this?</li> </ul>			C5 SO8 SP1 SP6 SP10

13	<p><b>Continuing The Speckled Band: Clues and Red Herrings</b></p> <p>To understand the role of clues and red herrings in detective fiction</p>	<ul style="list-style-type: none"> <li>- Starter: What is a clue? What is a red herring?</li> <li>- Reading up until "But what in the name of the devil!"</li> <li>- Clues and red herring table exercise <b>SW</b></li> <li>- Class feedback on tables</li> <li>- Plenary: How do you think Helen's sister died?</li> </ul>	<ul style="list-style-type: none"> <li>- Why would people of this era found finding clues particularly exciting?</li> </ul>	AO1 & AO2		C5 SO8 SP1
14	<p><b>Responding to a literature question based on a character</b></p> <p>To practice PETAL writing based on a character ready for the BB piece</p>	<ul style="list-style-type: none"> <li>- Starter: What does each letter of PETAL mean?</li> <li>- Talk through as a class: The character of Helen Stoner</li> <li>- PETAL Planning - the character of Helen Stoner</li> <li>- Plenary: Feedback to the rest of the class PETAL grids</li> </ul>	<ul style="list-style-type: none"> <li>- Have you hit all the AO's?</li> </ul>	AO1, AO2, AO3 & AO4		C5 SO6 SP1
15	<p><b>BB Task: How is the Character of Helen Stoner Portrayed In Conan-Doyle's The Speckled Band?</b></p>	<ul style="list-style-type: none"> <li>- Blue book piece to be carried out throughout the entirety of the lesson</li> </ul> <p><i>From "She raised her veil as she spoke" to "I shall go mad if this continues"</i></p>		AQA Literature Paper 1 Q 2  AO1, AO2, AO3 & AO4		SO8

16	<p><b>The Role of the Villain</b></p> <p>To examine the role of the villain in <i>The Speckled Band</i></p>	<p>- <b>Feed Forward Task SW</b></p> <ul style="list-style-type: none"> <li>- What are your initial thoughts on the role of the villain ?</li> <li>- Clip: Why villains are important</li> <li>- Questions on villains</li> <li>- Plenary: What do you think will happen next in <i>The Speckled Band</i>?</li> </ul>		AO3	Doddle exercise	<p>SP6</p> <p>SP1</p> <p>SP9</p>
17	<p><b>The Role of the Villain Continued - The Entrance of Dr Roylott</b></p> <p>To look at the entrance of Dr Roylott and compare him with Sherlock Holmes</p>	<ul style="list-style-type: none"> <li>- Starter: What has happened in the text so far? Write a short summary of no more than 30 words</li> <li>- Reading until "I hope to get some data which may help us in this manner"</li> <li>- In pairs: write a semi-brief script of the dialogue between Holmes and Roylott. Do not forget to include stage directions.</li> <li>- Drama exercise: Reenact the confrontation between Holmes and Roylott. Remember to embody the features of a classic villain and a classic hero</li> <li>- Plenary: Write a sentence summing up Dr Roylott</li> </ul>	<p>S&amp;C: Can you capture some of Conan-Doyle's flair within your script?</p>	AO1 & AO2		<p>C5</p> <p>SO8</p> <p>SP1</p> <p>SP2</p>

<p><b>18</b></p>	<p><b>The Arrival At Stoke Morran: Place and Setting</b></p> <p>To examine how Conan-Doyle establishes place and setting in conjunction with mood and atmosphere</p>	<ul style="list-style-type: none"> <li>- Starter: Look back at Helen’s description of the house. Draw a floor plan of the bedrooms/hallway.</li> <li>- Read until “that we shall soon drive away the dangers that threaten you”</li> <li>- Mindmap: First impressions of Stoke Moran <b>SW</b></li> <li>- Why setting is important: Note-taking exercise</li> <li>- Plenary: Questions on the arrival at Stoke Moran</li> </ul>	<p>S&amp;C: Can you support your impressions with quotations?</p>	<p>AO1 &amp; AO2</p>		<p>C5</p> <p>SO8</p> <p>SP6</p>
<p><b>19</b></p>	<p><b>Fear and Dread: The Return to Stoke Morran</b></p> <p>To compare the return to Stoke Moran with the arrival at Stoke Moran</p>	<ul style="list-style-type: none"> <li>- Starter: How does the WOTD relate to <i>The Speckled Band</i>?</li> <li>- Read until “into the silence from which it rose”</li> <li>- Table exercise comparing the two visits to Stoke Moran <b>SW</b></li> <li>- Sharing tables with class</li> <li>- Plenary: Quick questions of the return to Stoke Moran</li> </ul>	<p>S&amp;C: Can you link this with any context?</p>	<p>AO1 &amp; AO2</p>		<p>C5</p> <p>SO8</p> <p>SP1</p>
<p><b>20</b></p>	<p><b>What’s in an Ending? The End of The Speckled Band</b></p>	<ul style="list-style-type: none"> <li>- Starter: Go back to your clues and red herrings table - do you still stand with your predicted red herrings?</li> </ul>		<p>AO1 &amp; AO2</p>	<p>Doddle exercises</p>	<p>SO8</p> <p>SP1</p>

	To look at the end of <i>The Speckled Band</i> and decipher what were clues and what were red herrings	<ul style="list-style-type: none"> <li>- Read up until the end</li> <li>- Questions <b>SW</b></li> <li>- Table exercise: Which were clues and which were red herrings?</li> <li>- Plenary: Write a short summary of how Dr Roylott carried out the crime</li> </ul>				
21	<p><b>The End of <i>The Speckled Band</i> Continued</b></p> <p>To continue looking at the end of <i>The Speckled Band</i> and establish how Conan-Doyle creates tension</p>	<ul style="list-style-type: none"> <li>- Starter: List as many literary techniques as you can along with their meaning</li> <li>- Go back over the end of the story, how does Conan Doyle create tension and bring the plot to a climax?</li> <li>- PETAL paragraph plan on how Doyle brings the story to a climax <b>SW</b></li> <li>- Plenary: Peer mark</li> </ul>	S&C: Can you bring in AO2 and AO3?	AO1, AO2 & AO3		<p>C5</p> <p>SO8</p> <p>SO6</p> <p>SP1</p>
23	<p><b>Analysing Tension and Suspense</b></p> <p>To look at how Conan-Doyle creates tension and suspense in preparation for the BB piece</p>	<ul style="list-style-type: none"> <li>- Starter: How can an author create suspense?</li> <li>- In pairs: Underline areas of the extract and label with techniques that show tension and suspense being built</li> <li>- PETAL Planning grid <b>SW</b></li> </ul>		AO1, AO2 & AO3		<p>SP1</p> <p>C5</p> <p>SO8</p>

		<ul style="list-style-type: none"> <li>- Plenary: Write a sentence featuring at least two techniques that creates tension and builds suspense.</li> </ul>	Are you hitting all the AO's?			
24	<b>BB Task: How Does Conan-Doyle Create Tension and Suspense in <i>The Speckled Band</i>?</b>	<ul style="list-style-type: none"> <li>- BB piece to be conducted throughout entirety of the lesson</li> </ul> <p>From "There was little difficulty in entering the grounds" to "I will sit in the side of the bed and you in that chair"</p>		AQA English Literature Paper 1 Q 2  AO1, AO2, AO3 & AO4	Look up what motifs, themes and symbols are ready for tomorrow!	SO6 SO8
25	<b>Summarising key themes, motifs and symbols in <i>The Speckled Band</i></b>  To identify themes, motifs and symbols in <i>The Speckled Band</i>	<ul style="list-style-type: none"> <li>- Feed Forward</li> <li>- Drama activity: Plan and perform a condensed version of <i>The Speckled Band</i> ensuring that the key elements of the plot are hit in your work</li> <li>- Plenary: Choose one theme, motif or symbol: Why is it important in <i>The Speckled Band</i>? <b>SW</b></li> </ul>	S&C: Have you incorporated the themes, motifs and symbols?	AO1 & AO3		C5 SP2 SP6 SP9
26	<b>Watching <i>The Speckled Band</i></b>	<ul style="list-style-type: none"> <li>- Watching <i>The Speckled Band</i> throughout the lesson</li> </ul>				SP9

27	<p><b>How to Write a Detective Novel</b></p> <p>To look at how to write a detective novel and to practice writing in a compelling fashion</p>	<ul style="list-style-type: none"> <li>- Starter: What do you think are the 5 most important things when writing a detective story?</li> <li>- Extract exercise - which is better?</li> <li>- Questions on extracts <b>SW</b></li> <li>- Plenary: Write two sentences describing a mystery. Write one that is compelling. Write another that is bland and boring. What do you notice when carrying out this exercise?</li> </ul>	<p>S&amp;C: How does language automatically set up which is the more sophisticated piece?</p>	AO4 AO5 & AO6		C5 SO8 SO6
28	<p><b>Detective Story Planning</b></p>	<ul style="list-style-type: none"> <li>- Starter: Relate the WOTD to detective fiction</li> <li>- Begin to plan your own story</li> <li>- Sharing with the class what you have so far</li> <li>- Plenary: Where do you want your story to go from here?</li> </ul>	<p><b>S&amp;C:</b> Have you incorporated themes, motifs, symbols and expectations in line with detective fiction?</p>	AO4, AO5 & AO6	Doddle exercises	SO6 SP1 C5
29	<p><b>Detective Story Planning Continued</b></p>	<ul style="list-style-type: none"> <li>- Starter: Write one thing you like about your plan so far and one thing you think requires improvement</li> <li>- Finish planning your story</li> <li>- Share with the class</li> <li>- Plenary: How does the WOTD relate to your story?</li> </ul>	<p><b>S&amp;C:</b> Have you incorporated themes, motifs, symbols and expectations in line with detective fiction?</p>	AO4, AO5 & AO6		C5 SP1 SO6

30	<b>Writing Your Own Detective Story</b>	<ul style="list-style-type: none"> <li>- Writing for entirety of lesson</li> </ul>		AO4, AO5 & AO6		SO8 SP3
35	<b>Writing Your Own Detective Story</b>	<ul style="list-style-type: none"> <li>- Finishing stories</li> <li>- Sharing stories (if time)</li> </ul>		AO4, AO5 & AO6		SO8 SP3 SP1