YEAR 7 - Detective fiction and writing

In this unit you will study the 19th century Doyle text 'The Crooked Man'. You have previously studied texts as part of KS2, which will give you the foundational knowledge you need. Additionally, skills such as analysing inside and outside the text will be developed as part of this unit of work.

The skills and knowledge you learn in this topic will be fundamental for your Literature studies, as it will give you core knowledge for the GCSE texts, as well as developing high level skills which you can apply during your Key Stage 3 and GCSE years.

Key Vocabulary (T2)	Key Vocabulary (T3)	Core knowledge	Disciplinary Skills
Detection Crime Generic conventions Protagonist and Hero evidence Conflict Justice punishment	Perspective Narrator chronology Oxymoron Construct Inference Character tracking Analysis Theme tracking Oracy Explain Impact (audience) Method analysis Effect Exploratory talk Narrative perspective Figurative language Critical reading Alternative interpretations	Victorianan England Crime and justice conventions The role of society and death in the play. Attitudes to marriage. Character arc analysis crime structure analysis Use of PETAL	KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. KLI 1b: Selects, embeds and interprets quotations effectively. KLI 1c: Maintains a developed analytical paragraph with a clear argument. KLI 2a: Analyses language, form and structure. KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. KLI 3a: Explains relevant Victorian context. KLI 3b: Evaluates Doyle's wider intentions and messages.

Checkpoint: **Vocab/ Knowledge/ Disciplinary skill(s)**	**What does this assessment look like?**	**Which disciplinary skills do I need to be successful?**
Transition (baseline) skills:	You will be asked to read a very short extract. You then have to respond to the questions. Some will have multiple choice answers, while others will require complete sentences. This will allow your teacher to identify areas you may need further support with during the unit.	• Inference • Language • Structure • Context • Topic sentences • Evidence • Paragraphs • Concepts/big ideas • Conjunctions
Checkpoint 1: Vocabulary check	You will be given a list of words. Each of these words we have studied in the topic so far. You must summarise what each word means. This must be completed on a separate sheet of paper. You can not use your book or ask for help.	• Understanding key vocabulary • Spelling • Summary

Checkpoint 2: How does Doyle present Holmes as a hero?	You will be given an extract from the text, alongside the set question. Things to consider: ● What is he saying in this speech? ● How does his language reflect his character? ● Why does this show him as flawed? ● Consider big ideas/writer's intentions.	● KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. ● KLI 1b: Selects, embeds and interprets quotations effectively. ● KLI 1c: Maintains a developed analytical paragraph with a clear argument. ● KLI 2a: Analyses language, form and structure. ● KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later events. ● KLI 3a: Explains relevant Victorian context. ● KLI 3b: Evaluates Doyle's wider intentions and messages.
Checkpoint 3: How does Doyle use the idea of crime to explore aspects of society and the world?	You will not be given an extract from the text, as you will need to focus on the set question. Things to consider: ● write an introduction that explains your overarching argument ● use topic sentences for each paragraph that explain the main focus of the paragraph ● use discourse markers, embedded quotations and an analysis of methods within your analytical paragraphs ● Explode the quotes (in the diamond analysis style) ● write a concluding sentence for each paragraph that summarises the main focus with a focus on Doyle's intentions ● write a conclusion that offers insight into the potential impact of the text	● KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. ● KLI 1b: Selects, embeds and interprets quotations effectively. ● KLI 1c: Maintains a developed analytical paragraph with a clear argument. ● KLI 2a: Analyses language, form and structure. ● KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. ● KLI 3a: Explains relevant Victorian context. ● KLI 3b: Evaluates Doyle's wider intentions and messages.
Checkpoint 4: Write and perform a modern day reflection of a scene.	As a group, you will be expected to review, plan and write a version of an event in your life ,Things to consider: ● Understanding the Original Scene: ● Thinking About Audience and Purpose ● Draft, Revise, and Improve your language and structure ● Link to audience and generic understanding.	● Use dramatic expression ● Vocal and physical performance ● Historical and cultural understanding ● Confident and clear delivery ● Evaluate performance choices

Milestone assessment:

How does Doyle present the importance of crime and punishment in this extract of the story and elsewhere?

Vocabulary:	Knowledge tasks:	Disciplinary skills:
Crime Punishment Protagonist Setting Contrast	Understanding of key theme, its link to inside the set text and wider analysis outside the text.	KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. KLI 1b: Selects, embeds and interprets quotations effectively. KLI 1c: Maintains a developed analytical paragraph with a clear argument. KLI 2a: Analyses language, form and structure. KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. KLI 3a: Explains relevant Victorian context. KLI 3b: Evaluates Doyle's wider intentions and messages.

How can I achieve in this topic?

- Complete tasks as homework including:key quotes; character sketches; mindmaps
- Use revision support material to prepare you for assessments
- Use excellence models, scaffolds and success criteria