

## Year Nine English. Unit: 'A Sign of Four'.

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>● Builds upon the study of whole novels in year seven and eight.</li> <li>● Exposes students to the context and vocabulary of 19th century novel.</li> <li>● The study of this text underpins the study of the 19th century novel at GCSE, contextual understanding overlaps with both 'Jekyll and Hyde' and 'A Christmas Carol' at GCSE.</li> <li>● Learning is structured around each chapter of the book and is sequenced to focus on the following:               <ul style="list-style-type: none"> <li>- Character</li> <li>- the author's use of vocabulary (approach to this tackled early in the unit to help them make deductions about vocabulary as they study the novel)</li> <li>- Setting and the use of pathetic fallacy</li> <li>- introduction of character and the role of comic relief</li> <li>- The importance of structure in engaging the reader.</li> <li>- Descriptive writing in the style of the text</li> <li>- Wider reading and the ability to summarise contextual information.</li> <li>- Bias in texts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge of a whole text.</li> <li>● Knowledge of a wide range of vocabulary.</li> <li>● Skills: inference, analysing character, theme, language and structure. Writing to describe, writing from the perspective of a character, writing to engage in the style of the text itself.</li> <li>● Making links between context and the text.</li> </ul>	<p>Summarise    dainty    unemotional</p> <p>Juxtaposition    Sombre    pathetic fallacy</p> <p>Protagonist    Inexplicable    obtuse</p> <p>Empathy    relapsed    comic relief</p> <p>Narrator    lustrous    eccentric</p> <p>Sidekick    antagonistic    The Aesthetic Movement</p> <p>transcend    hypochondriac</p> <p>Perspective    objective    bias    denouement</p> <p>Sub plot</p>

<p>- Understanding genre</p>		
<p><b>Challenge and Support:</b></p>	<p><b>World wide learning/ links to 21<sup>st</sup> century:</b></p>	<p><b>Cultural capital/ Industry/ Enrichment:</b></p>
<ul style="list-style-type: none"> <li>● The nature of the text challenges students. They are dealing with vocabulary that might be alien to them or they know but don't use.</li> <li>● The scheme is ambitious as it preempts many of the writing and reading skills needed at GCSE.</li> <li>● Other 19th century texts can be set as wider reading, particularly other works by Conan Doyle e.g short stories such as 'The Speckled Band'</li> <li>● Support will be needed with vocabulary in order for students to be able to access the text itself.</li> </ul>	<ul style="list-style-type: none"> <li>● See historical context for an understanding of how the unit links to the wider world.</li> <li>● Students become informed about life in Victorian London and are able to make links and connections with today.</li> </ul>	<ul style="list-style-type: none"> <li>● Although the text deals with a fictional detective, it will inform students about the role of the police and detectives. It helps them have a greater awareness of jobs that require the skills of deduction and problem solving.</li> <li>● Cultural capital is enriched through the quality of the text itself as a piece of literature. Also through broadening students' understanding of a time period different to the one they are growing up in, making connections with wider reading and enriching their knowledge and use of vocabulary.</li> </ul>
<p><b>Historical, Social, Moral, Spiritual, Cultural context:</b></p>	<p><b>Cross curricular links/ literacy/numeracy:</b></p>	<p><b>Common misconceptions:</b></p>
<p>The Victorian period: Jack the Ripper, the role of the Police, Charles Darwin and The Aesthetic Movement. The attitude of the Victorians to people different to themselves with a focus on The Andaman Islands and these people in the text. The appeal of the novel to a Victorian audience. The detective genre The role of women in Victorian England.</p>	<p>Opportunities for reading aloud every lesson. Opportunities for reading from the text itself and contextual resources.</p>	

## Assessment timeline:

**Mid term assessment (writing):** students write from the perspective of Toby the dog (chapter seven) Focus on: writing skills (description and technical accuracy)

Assessment builds on other writing assessments from year eight

Rapid recall grids built in at various points throughout the unit.

WAGOLLS and WABOLLS built into various lessons to model writing.

**End of unit assessment (reading):** *How does Conan Doyle present the character of Sherlock Holmes in this extract?* Focus on: close analysis of character in an extract and analysis of character in the wider novel.

## Home learning

1. Chapter 1 Contextual research and factsheet to include information about: Conan Doyle, the novel, the time the novel was set.
2. Chapter 2 In the style of Sherlock Holmes, make notes on your observations of Watson and his feelings, and suitability for, Mary Morston.
3. Chapter 3 Chapter summaries for chapters 1-3
3. Chapter 4-creative writing. What do you think will happen when they arrive at Ponticherry Lodge? Write a descriptive opening to chapter five
4. Chapter 6- produce a cartoon strip with the title: *'Inspector Athelney Jones weaving his web around Thaddeus Sholto'*
5. Chapter 7-chapter summaries for chapters 4-6
6. Chapter 9-chapter summaries for chapters 7-9
7. Chapter 11-Research the role of women in Victorian England. produce a factsheet to show your findings.

## Feedback

Feedback four feedback provided from the end of unit assessment.

## Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
<b>Unit 1</b>							<b>Unit 2</b>							<b>Unit 3</b>							<b>Unit 4</b>				<b>Unit 5</b>					<b>Unit 6</b>								
19 <sup>th</sup> C Novel: Sign of Four							Modern Novel: Lord of the Flies							Modern Novel: Lord of the Flies							Power and Conflict Poetry				Educating Rita					Speech and Spoken Language Unit								

