

Term	Date	Focus	Summary	Learning Outcomes	Learning Skills
<b>Term 2.1</b>	<b>1</b>	Detective Fiction	Introduction to Detective Fiction and Arthur Conan Doyle	Explore characteristics of detective fiction. Introduce Sir Arthur Conan Doyle and the Sherlock Holmes series. Discuss the historical context of detective fiction in the 19th century (Victorian Era).	<ul style="list-style-type: none"> <li>Inference skills</li> <li>Subject terminology</li> <li>Oracy and debates</li> <li>Reading comprehension</li> <li>Collaboration</li> </ul>
	<b>2</b>	The Speckled Band	Background of "The Speckled Band" and Author's Style	Provide historical context for "The Speckled Band." Analyse Arthur Conan Doyle's unique style. Begin reading "The Speckled Band" in class, focusing on key passages.	<ul style="list-style-type: none"> <li>Analytical skills</li> <li>Inference skills</li> <li>Subject terminology</li> <li>Oracy and discussions</li> <li>Reading comprehension</li> <li>Collaboration</li> </ul>
	<b>3</b>	The Speckled Band	Character Analysis - Sherlock Holmes and Dr. Watson	Conduct an in-depth analysis of Sherlock Holmes and Dr. Watson. Discuss their roles and characteristics in "The Speckled Band." Assign a short written reflection on the main characters. Explore the theme of Relationships	<ul style="list-style-type: none"> <li>Analytical skills</li> <li>Inference skills</li> <li>Subject terminology</li> <li>Oracy and discussions</li> <li>Reading comprehension</li> <li>Collaboration</li> </ul>
	<b>4</b>	The Speckled Band	Character Analysis - Other Significant Characters	Explore the roles of other significant characters (Helen, Julia, Roylott, Mrs. Hudson) in "The Speckled Band." Discuss character relationships and motivations. Assign a group project or presentation on a chosen character.	<ul style="list-style-type: none"> <li>Analytical skills</li> <li>Inference skills</li> <li>Subject terminology</li> <li>Oracy and discussions</li> <li>Reading comprehension</li> <li>Collaboration</li> </ul>

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	<b>5</b>	The Speckled Band	Setting Exploration and Descriptive Writing	<p>Examine the setting of "The Speckled Band" and its impact.</p> <p>Discuss how setting contributes to the overall atmosphere.</p> <p>Explore the literary devices used in "The Speckled Band."</p> <p>Focus on foreshadowing and its impact on the story.</p> <p>Explore the theme of conflict</p>	<ul style="list-style-type: none"> <li>Analytical skills</li> <li>Inference skills</li> <li>Subject terminology</li> <li>Oracy and discussions</li> <li>Reading comprehension</li> <li>Collaboration</li> </ul>
	<b>6</b>	The Speckled Band	Plot Analysis	<p>Analyse the initial plot developments in "The Speckled Band."</p> <p>Focus on the rising action</p> <p>Discuss key events and conflicts.</p> <p>Discuss the use of suspense and foreshadowing.</p> <p>Explore the theme of the unknown.</p>	<ul style="list-style-type: none"> <li>Analytical skills</li> <li>Inference skills</li> <li>Subject terminology</li> <li>Oracy and discussions</li> <li>Reading comprehension</li> <li>Collaboration</li> </ul>
<b>Term 2.2</b>	<b>1</b>	The Speckled Band	Thematic Discussions	<p>Explore themes of justice and morality and fate in "The Speckled Band."</p> <p>Discuss the role of the detective in society as portrayed in the story.</p> <p>Explore societal expectations and perceptions of detectives.</p> <p>Discuss the moral dilemmas faced by characters.</p>	<ul style="list-style-type: none"> <li>Analytical skills</li> <li>Inference skills</li> <li>Subject terminology</li> <li>Oracy and discussions</li> <li>Reading comprehension</li> <li>Collaboration</li> </ul>
	<b>2</b>	The Speckled Band	Deep Mark	<p>Conduct a final discussion and preparation for assessment. Evaluate students by presenting an analytical question to assess their skills.</p>	<ul style="list-style-type: none"> <li>Creativity</li> <li>Use of language devices</li> <li>Use of structural devices</li> <li>Use of dramatic devices</li> </ul>

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	<b>3</b>	The Speckled Band	Independent Creative Writing - Alternate Ending Reflection	<p>Assign students the task of writing an alternate ending for "The Speckled Band" independently.</p> <p>Encourage them to reflect on the choices they made in their alternate ending. How did they deviate from the original? What motivated their creative decisions?</p>	<ul style="list-style-type: none"> <li>• Creative skills</li> <li>• Meta-thinking skills</li> <li>• Subject terminology</li> <li>• Oracy and discussions</li> <li>• Reading comprehension</li> <li>• Collaboration</li> </ul>
	<b>4</b>	The Speckled Band	Response to feedback	<p>Learners will receive written feedback and personalised targets to work on during RtF lessons. Following personalised teacher input, students will improve their answers by implementing their targets.</p>	<ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Critical thinking</li> <li>• Subject terminology</li> <li>• Oracy and discussions</li> <li>• Collaboration</li> <li>• Public speaking</li> </ul>
	<b>5</b>	The Speckled Band	Collaborative Discussion and Modern Adaptation Planning	<p>Begin the week with a class discussion on the alternate endings. Students can share their reflections and discuss the various creative directions taken.</p> <p>Transition into a collaborative activity where students, in small groups, plan a modern adaptation of "The Speckled Band" or a generic detective fiction story. Each group could outline key elements of their adaptation, considering modern settings, technology, and cultural nuances.</p> <p>Conclude the task with each group presenting their adaptation plans to the class. Emphasise the collaborative nature of the discussion and planning process.</p>	<ul style="list-style-type: none"> <li>• Creative skills</li> <li>• Meta-thinking skills</li> <li>• Subject terminology</li> <li>• Oracy and discussions</li> <li>• Reading comprehension</li> <li>• Collaboration</li> </ul>