De La Salle School - Curriculum Plan		
Year 11 Term 1 – THE SIGN OF THE FOUR	**Year 11 Term 1 – THE SIGN OF THE FOUR (CONTINUED)**	**Year 11 Term 2a** LANGUAGE PAPER 2
Students will build on knowledge and skills gained at KS3 (e.g. 'The Victorians' in Y9) to study 'The Sign of the Four', with a focus on key aspects of the novella that will prepare them for success at GCSE: knowledge of plot, character and theme / writer's choices / methods / effects / intentions / relevant contextual knowledge.	Students will build on knowledge and skills gained at KS3 (e.g. 'The Victorians' in Y9) to study 'The Sign of the Four', with a focus on key aspects of the novella that will prepare them for success at GCSE: knowledge of plot, character, and theme / writer's choices / methods / effects / intentions / relevant contextual knowledge.	Students will build on knowledge and skills gained across their study of KS3 and KS4 and apply this to their study of the skills needed for English Language Paper 2, with a focus on writer's methods and effects, synthesising information across texts, inference, accurate use of spelling, punctuation and grammar, rhetorical devices, ability to express viewpoints in a variety of forms – letter / speech / article writing
Essential Knowledge, Skills and Understanding		
• What is the context around TSOF, including The British Empire, class divisions, wealth inequality? • What is the plot of TSOF? • How does Doyle establish Holmes and Watson as contrasting characters at the start of the novel? (CH. 1) • Can I demonstrate my understanding of Holmes and Watson in CH1 by writing effectively about them? • How does Doyle present Mary Morstan when we first meet her? (CH.2) • How does Doyle present the setting of London? (CH.3) • How does Doyle present Thaddeus Sholto? (CH.4) • How does Doyle present Athelney Jones and the police force as foolish and ineffective? (CH.6) • How does Doyle reflect contemporary attitudes towards different races and classes? (CH. 7-8) • How does Doyle create excitement and tension in Chapter 10? • **How can I effectively annotate an extract?** • **How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?** • **How can I create a thesis statement?** • **How can I plan and write an extended essay response using what / how / why?**	• How does Doyle present Jonathan Small as a villain? (CH.10-12) • How does Doyle present attitudes to greed and wealth? (CH.11-12) • How does Doyle present the relationship between Holmes and Watson at the very end of the novel? (CH. 12) • What are the key characters and themes that we need to be able to write effectively about in GCSE Lit Paper 1 - key quotes and analysis, revision of context, author's beliefs and intentions? • What do the exam questions look like and how do we approach them - mark scheme awareness, practice questions, effective planning, exemplar answers, modelled and independent writing? • **How can I effectively annotate an extract?** • **How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?** • **How can I create a thesis statement?** • **How can I plan and write an extended essay response using what / how / why?**	• What do the exam questions look like and how do we approach them - mark scheme awareness / unpicking the specification. • How do we read a text effectively and accurately to support with retrieval of information? • How do writers use language to create effects? Focus on the effect of writer's methods and choices and use of FIT if appropriate. • How do writers present information and viewpoints differently? What methods do writers use to convey their viewpoints? • How can I vary sentence types and openers for effect? • How can I apply spag rules accurately – including the use of colons and semi-colons if applicable? • How can I use rhetoric to help shape a viewpoint? • What are the conventions for different forms of writing? Letter / speech / article • How do we apply this knowledge to practice questions, effective planning, exemplar answers, modelled and independent writing? **How can I effectively annotate an extract?** **How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?**
Assessment and Assessment Focus		

How does Doyle present Holmes and Watson as different characters at the start of the novella? **How does Doyle present Athelney Jones and the police force as foolish and ineffective?** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment**	**How does Doyle create excitement and tension in the novella? A choice of practice past papers** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment**	**Responses to Q1 – 4 using mark scheme to support confidence / mark scheme awareness** **A choice of past papers** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment**
Key vocabulary for the unit	**Key vocabulary for the unit (CONTINUED)**	
• **Victorian** • **Fear of 'other'** • **Empire / Imperialism** • **Colonialism** • **Class system** • **Gender stereotypes** • **Narrative perspective** • **Industrialisation** • **Urban vs rural** • **Detective fiction** • **Mystery** • **Investigation** • **Evidence** • **Red herring** • **Suspense / tension** • **Narrator / narrative voice** • **Chronology** • **Pathetic fallacy**	• **Foreshadowing** • **Protagonist** • **Antagonist** • **Sidekick** • **Foil** • **Hubris** • **Comical** • **Static character** • **Motivation** • **Morality** • **Prejudice** • **Anachronistic** • **Contemporary** • **Sociopathic** • **Justice** • **Villain** • **Cyclical structure**	• Victorian • Non-fiction • Summary • Infer • Writer's methods and choices • Evaluate • Perspectives • Viewpoints • Direct address • Rhetorical questions • Repetition • Anecdote • Imperative language • Exclamatory sentences • Interrogative sentences • Fact • Opinion • Ethos • Pathos • Logos • Triplet • Emotive language