

Islip Manor High School

Scheme of Learning Overview

This scheme of learning has been designed to ensure that you make progress, develop, and master key knowledge, skills, and ideas through academically rich content that reflects, values, and celebrates the diverse experiences, identities, and contributions of our school community.

Year group: Year 10	Term: Spring 1&2	Unit duration: 8 weeks	Number of lessons: 16	Unit title: An Inspector Calls - Writer's Choices	
Assessment outcome: GCSE Literature Examination Question - A choice between two exploratory essays			Fertile question? What is the most impactful choice made by J.B.Priestley? What character or plot device delivers his message most effectively?		
Key skills/ concepts/ prior knowledge that students should have when starting this unit:			Start RAG	End RAG	Resources to Support Revision of Prior Knowledge
Analysis of writers methods and the effect on the audience Applying context to draw meaning from the text Crafting extended writing which contains a thesis statement and follows What/Why/How to develop ideas successfully Awareness of Characters being used as foils and mouthpieces.					- Lessons (available on Google Classroom) - Full recording of the play (available on Google Classroom) - Revision flashcards on Quizlet - Year 10 Summer Revision Booklet - PPE Feedback
Key skills/concepts/knowledge that students should cover			Start RAG	End RAG	Dramatic Devices - Dramatic Irony - Stage directions - Setting - Tension - Cliff Hanger - Foreshadowing - Time lapse Key Concepts and Context 1912 vs 1945 - Wealth Power and Influence - Blame and Responsibility - Morality vs Legality - Reputation - Scandal - prejudice - younger vs older generations - Capitalism vs Socialism - Gender - Patriarchal society - Ouspensky Theory of time Social, Historical and Literary Allusions - The Titanic 'Nobody wants war' - Russia - Bernard Shaw - H.G.Wells Characters - Inspector Goole - Mr Arhur Birling - Mrs Sybil Birling - Eric Birling - Sheila Birling - Gerald Croft - Eva Smith
AO1: craft BIG THESIS statements using nominalised language					
AO1: select precise evidence from across the text to justify interpretations of character/ theme in 'closed book' conditions					
AO2: analyse the role of the narrator as both a dramatic device and in multi roles					
AO2: analyse the effect of Priestley's motifs and structural choices					
AO2: use nuanced academic vocabulary to analyse Priestley's choices					
AO2: construct multi-layered analysis and include alternative interpretations					
AO2: explore how time is explored in An Inspector Calls and speculate why Priestley may have been interested in non linear time using key terminology and specific textual references.					
AO3: use historical contextual knowledge to inform interpretations					
AO3: suggest how Priestley's political ideologies are explored through all the characters in the play					
Stretch. Key skills/concepts/knowledge that students should cover AO2: explore and analyse the ways that Priestley moves the play through time					Suggested materials teachers: An Inspector Calls Text, Google Quiz, Lesson slides , Lesson Slides

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AO3: Link C20th ideas to modern day society - have things changed?
AO3: Offer comment on why this play is on the English Curriculum - what makes it worth studying?

Key home learning tasks students should complete - Weekly teacher-set preparation, review and consolidation activities to stretch and embed in-class learning.