

Year 10 English Literature | Term 1

Key Question: How does Priestley persuade his audience to be more socially responsible?

Topic Overview: Students have read the text in Y9 and will develop their understanding of Priestley's socialist message and how this is communicated through plot, characterisation and structural techniques. For three lessons a week (3 of 4) students are to apply their existing knowledge to develop annotations of the text using GCSE standard keywords and terminology, as well as AO1, AO2 and contextual links for AO3 skills. Key themes linked to Priestley's message of social responsibility will be explored through the reading of the text, themes such as:

- gender representation/the role of women
- class division and representation
- the abuse of power and privilege
- labour strikes and capitalist/communist ideals

Literacy	Numeracy
Knowledge organisers are introduced at the start of each unit to ensure key vocabulary is integrated into DO NOW activities, main tasks and checkout reviews; key knowledge is also interleaved through the SOL to aid embedding of this into long term memory. Vocabulary support for extracts and sources are also integrated where applicable, as well as opportunities for paired and class discussion embedded into lessons to develop oral literacy.	Students are given the opportunity to develop and apply mathematical thinking strategies in English lessons, identifying structures in texts and word patterns, as well as making predictions based on evidence and checking these predictions at key points in a text. Students are also to apply mathematical questions to analysis of texts, thinking logically and basing inferences and reasoning on data and evidence.

	Lesson Exploration	Lesson Experience(s)	National Curriculum links	Key Words
Week 1: Lesson 1	AO3: What are my views about responsibility and who am I responsible for?	Students will experience paired work to discuss who in society deserves support and use these responses to take part in class debates.	Students meet the national curriculum through: Literature	bourgeoisie collectivist conscience conservative exacerbate

Week 1: Lesson 2	AO3: Edwardian England Who were the Edwardians and what were their lives like?	Students will experience using guided activities to explore the features of typical Edwardian families.	<ul style="list-style-type: none"> - SK4: learning new vocabulary and understanding it with the help of context and dictionaries - SK4: making inferences and referring to evidence in the text - KN1: knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - SK8: studying setting, plot, and characterisation, and the effects of these - SK11: writing for a wide range of purposes and audiences - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - plan, draft, edit and proof-read through paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English. 	hierarchy individualist industrialist materialistic microcosm misogynistic proletariat social class social responsibility socialist superficial unionisation capitalist gender dramatic irony foreshadowing stagecraft
Week 1: Lesson 3	AO3: Edwardian England Why did Priestley write 'An Inspector Calls'?	Students will experience watching media clips and reading text extracts to explore Priestley's views on wealth/socialism.		
Week 2: Lesson 1	How does Priestley use stage directions to present the Birlings?	Students will experience using guided activities to use inference skills to evaluate how positively Priestley is presenting this family to the audience.		
Week 2: Lesson 2	Act 1: What are the audience's first impressions of the Birlings?	Students will experience using quotes from stage directions and character dialogue to write an assessment on how the audience views this family in the opening Act.		
Week 2: Lesson 3	Act 1: How does Priestley use dramatic irony to undermine Mr Birling?	Students can experience applying knowledge of dramatic irony to Mr Birling's key speeches, focusing on how the audience view Mr Birling after his comments on the Titanic, War, Russia and his views on socialist 'cranks'.		
Week 3: Lesson 1	Act 1: Response: How does Priestley present Mr Birling to the audience?	Students will experience using a model paragraph and applying the MESSI analysis skills and to then write a 250 word response.		
Week 3: Lesson 2	Act 1: How does Priestley create drama	Students will experience completing an analysis table to explore the use of inference and stagecraft		

	and suspense as the Inspector arrives?	during the Inspectors entrance, costume and opening lines.		
Week 3: Lesson 3	Act 1: How does Priestley introduce the character of the Inspector to the audience?	Students will experience writing a MESSI paragraph that focuses on using characterisation skills to Inspector and his key quotes in a MESSI paragraph.		
Week 4: Lesson 1	AO3: How does Priestley explore the effects of capitalism?	Students will experience completing a market place activity where key images of capitalist ideas and accompanying questions are responded to in pairs.		
Week 4: Lesson 2	Act 1: How does Mr Birling exacerbate Eva's situation?	Students will experience using key quotes to analyse how remorseful Mr Birling is to exacerbating Eva's situation.		
Week 4: Lesson 3	Act 1: How can I revise key quotes from Act 1 to prepare for my first formal assessment?	Students will experience using a grid framework to develop inferences of key Act 1 quotes		
Week 5: Lesson 1	Formal Assessment	Students will complete a formal assessment, closed book to mirror the exam conditions		
Week 5: Lesson 2	Act 1: How has Sheila fit the role of a privileged Edwardian Woman so far?	Students will experience writing an evaluative response about Edwardian women using a range of sources and key quotes.		
Week 5: Lesson 3	Act 1: How does Priestley explore the abuse of power & privilege?	Students will experience using guided activities to analyse key quotes and to write an evaluative answer to the question 'How remorseful is Sheila? '		

Week 6: Lesson 1	TRY NOW	Students will experience a reflection on their assessments and make improvements based on individualised feedback provided by their teacher.		
Week 6: Lesson 2	Act 1: How does Priestley create drama and tension at the end of Act 1?	Students will experience comparing the end of the play to structural devices used in Eastenders episodes		
Week 6: Lesson 3	Act 2:How does Priestley create drama and tension at the start of Act 2?	Students will experience reading the opening of Act 2 and identify ways in which Priestley increases the tension by shifting the enquiry focus to Gerald Croft.		
Week 7: Lesson 1	Act 2: How does Priestley present the character of Gerald Croft?	Students will experience reading the extract of Gerald's communication with the Inspector and complete a grid analysis table of his main quotes to evaluate how the character is presented to the audience.		
Week 7: Lesson 2	Act 2: How does Gerald exacerbate Eva's situation?	Students will experience writing a MESSI paragraph response to answer a set question using key words and quotes.		
Week 7: Lesson 3	How can I consolidate my understanding of Priestley's political ideas?	<p>Students will experience using guided activities to consolidate their understanding of contextual information</p> <ul style="list-style-type: none"> contextual understanding of 1912 vs 1945 capitalism vs socialism pre-post world war attitudes to class and gender 		



Curriculum Recovery 2020/21 |

Answer the following questions in the table below:

1. Outline the gaps in knowledge and understanding caused by the period of school closure. (Outline specific topics, concepts, key terms, etc.)
2. How do you know these gaps in knowledge and understanding exist? (Outline the evidence from the term 4-6 assessments, Check Out activities, etc.)
3. How are you going to recover the gaps in knowledge and understanding through this unit of work? (Provide links to specific lessons/resources, etc.)

Answer	Evidence (Links)
Recall	When analysing the data students struggled with recall in the term 6 week 5 assessment and it is clear that this needs improvement this term. Students will be routinely tested on their recall on a daily basis after their lessons through the mandatory MCQ checkouts that are posted in the classroom for them to complete. Quizzes are prepared to ensure that students are recalling key terminology, aspects of the text they are studying (An Inspector Calls) and contextual information that in their GCSEs will aid in the development of their analysis.
Analysis	Analysis is another key area highlighted in the term 6 week 5 assessment as needing improvement. This term analysis (AO2 at GCSE) is one of the higher weighted assessment objectives and it will be at the core of the term one Scheme of Learning for 'An Inspector Calls'. Students will be required to analyse characters and key themes in lessons to prepare them for the question they will answer in their GCSEs next year and they will be assessed throughout the term to ensure that they are developing this skill.