

Half Term 1

Year 10: An Inspector Calls/Paper 2 Language-Transactional Writing

What? When? Why? VOCABULARY	Lesson one Learning intentions (what can a student do at the end of the lesson)	Lesson two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)	Lesson Four Learning intentions (what can a student do at the end of the lesson)
Week One 12/9/22 DRAMA/PLAY PLOT NARRATIVE	Know the plot/sequence of events DRAMA/PLAY PLOT NARRATIVE	Know the essential context: Dates of WW1, WW2, set & written, titanic sinking, Edwardian period Know how this context links to the play Know how dramatic irony is linked to these contextual dates (ie MrBirling)	Know the context of capitalism and socialism Know the theme of class and in what ways it is linked to capitalism and socialism in the play	Know the forms of writing possible on Paper 2 Know the purpose of the transactional writing (argue/persuade=rhetoric) <i>It may be possible to use topics from AIC to create arguments -see below</i>
Week Two 19/9/11 CHARACTERISATION	Know the opening stage directions and what they suggest	Know HOW Birling is characterised Know the dramatic methods used to present Mr Birling CHARACTERISATION	Know HOW Birling is characterised Know the dramatic methods used to present Mr Birling CHARACTERISATION MARKING AND FEEDBACK ON WRITING ABOUT MR BIRLING	Know the elements of writing to argue & persuade (ie statement of opinion, ideas/reasons, discourse markers, formal language, topic sentences, conclusion) Know the importance of ideas and opinions
Week Three 26/9/22 CONTRAST JUXTAPOSITION	Know the characterisation of Gerald Croft Know the dramatic methods used to present Gerald Croft	Know the characterisation of Gerald Croft CONTRAST JUXTAPOSITION Know the dramatic methods used to present Gerald Croft	Know your own opinions of Gerald (hero or villain?) CONTRAST JUXTAPOSITION Know how to present opinions	Know how to structure an argument

Week Four 3/10/22 THEMATIC	Know the dramatic method of entrances and exits Know the significance of key entrances and exits	Know the dramatic method of entrances and exits Know the significance of key entrances and exits	Know the key themes: responsibility, class, gender, age THEMATIC	Know the features of each form: letter, essay, article, leaflet, speech MARKING AND FEEDBACK ON WRITTEN ARGUMENT
Week Five 10/10/22 SYMBOLISE	Know the characterisation of the Inspector Know the methods used to present the Inspector SYMBOLISE	Know the purpose of the Inspector SYMBOLISE	Know what a foil is Know how to compare Arthur Birling and the Inspector SYMBOLISE	Know the double importance of vocabulary and how to use it
Week Six 17/10/22 ALLEGORY	Know the characterisation of the Sheila Know the methods used to present the Sheila Know what Sheila represents/symbolises ALLEGORY	Know the characterisation of the Eva Know the methods used to present the Eva Know what Eva represents/symbolises ALLEGORY	Know what a foil is Know how to compare Sheila Birling and Eva Smith	Know how to write a complete argument/piece of rhetoric
SLT WORK SCRUTINY BEGINS 31ST OCTOBER. NO PAZ THIS HALF TERM.				

It may be possible to use topics from AIC to create arguments...

'The rich and poor divide in the UK is no narrower now that it was in the Edwardian period.'

'There is no need for women to go out to work, men should be the ones who provide.'

'Women do not need to be paid the same wages as men.'

'The NHS is a precious resource which we need to fully appreciate.'

'Those who end up homeless don't deserve our sympathy and support.'

'Those with wealth and status can literally get away with anything!'