

Year 11: Half Term 1 Sept-Oct

An Inspector Calls/ Language Paper 2-Rhetoric /Power&Conflict Poetry

What? When? Why?	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 JUXTAPOSE SYMBOLISE REPRESENT CONTRAST	Know the plot/order of events Know the characters' links to RESPONSIBILITY (Eva)	Know what Eva symbolises (lower classes) Know how Eva and Sheila are juxtaposed	Know what the Inspector and Mr Birling each represent (socialist/capitalist viewpoints) Know how they compare and contrast	Know how to respond to an exam style task: planning/thesis/develop an argument/conclude Know how to use the key vocabulary in a response
Week Two 19/9/22 UTILISES EMBLEMATIC EPITOMISES	Know how class is presented through Mrs Birling and Gerald	Know how gender is presented through Mrs Birling and Gerald	Know how age is presented through Eric and Mr Birling	Know how to respond to an exam style task: planning/thesis/develop an argument/conclude Know how to use the key vocabulary in a response
Week Three 26/9/22 ALLEGORY ENABLES CONTEXTUALLY EMBODY	Know the allegorical meaning/s of the text Know the writer's intentions (political and moral messages and why contextually)	Know how social injustice is presented (Eva embodies this)	Know how the structure enables dramatic effects (Withholding, tension, order of interrogation, Gerald's role increases in Act 3, beginnings/endings, coup de theatre, false ending, cyclical structure, climax, denouement)	Know how to respond to an exam style task: planning/thesis/develop an argument/conclude Know how to use the key vocabulary in a response MARKING AND FEEDBACK ON ESSAY STYLE RESPONSE
Week Four 3/10/22 INTENSIFY EMPHASISE CONNOTE MIMICK	Know how the writer utilises: monologue, euphemism, language development and change (ie Sheila's language matures, Birling speaks less but	Feedback lesson prior to final essay writing lessons	Know how to respond to an exam style task: planning/thesis/develop an argument/conclude Know how to use the key vocabulary in a response	Know how to respond to an exam style task: planning/thesis/develop an argument/conclude Know how to use the key vocabulary in a response

	Inspector speaks more as play develops)			
Week five 10/10/22 RHETORIC	Know the genre features and structure of a rhetorical speech Welcome/intro, statement of belief/ body of argument/reasons/ Conclusion Provide topics for GCSE speech now: HW is to research their topic	Know the methods used such as ethos pathos logos and APFOREST features where appropriate (use an exemplar speech if appropriate)	Know how to plan and write a rhetorical speech (teacher modelling)	Students plan and write their speech in assessment conditions MARKING AND FEEDBACK ON SPEECH IN ORDER THAT STUDENTS CAN IMPROVE BEFORE LEARNING SPEECH FOR GCSE ASSESSMENT
Week Six 17/10/22 METHOD TOOL THEMATICALLY	Know the context of Kamikaze Know the methods and meanings in Kamikaze Key Vocabulary use	Know the key themes in Kamikaze and how to explore and explain them Key Vocabulary use Feedback ½ lesson prior to LEARNING SPEECH	Know the context of Poppies Know the methods and meanings in Poppies Key Vocabulary use	Know the key themes in Poppies and how to explore and explain them Key Vocabulary use

SLT WORK SCRUTINY BEGINS 31ST OCTOBER. NO PAZ THIS HALF TERM.

AFTER HALF TERM, FIRST WEEK OF LESSONS WILL BE ASSESSING/RECORDING OF GCSE SPEECHES.