

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

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 31/10/22 Topical	Know the key themes: Class, age, gender Social responsibility	Know how Mrs Birling is presented (methods) Know how Mrs Birling is connected to themes (class/gender)	Know how Mrs Birling is presented (methods) Know how Mrs Birling is connected to themes and context	Know how to plan and write an argument on: <i>'The rich and poor divide in the UK is no narrower now than it was in the Edwardian period.'</i> Write an article for the Guardian giving your views.
Marking and feedback on writing to argue.				
Week Two 7/11/22 Morality	Know how Eric is presented (methods) Know how Eric is connected to themes: Class, age, gender, Social responsibility	PAZ CHOICE OF 2 AIC ESSAYS	Know the literary context of the play: who dunnit/ morality/well made play	Know how to upgrade an argument for Paper 2, from last week-green pen work Know how to use discourse markers to structure and argument Know how to improve vocabulary
Week Three 14/11/22 Mouthpiece	Know how the Inspector is presented, (foil for Birling) methods used	Know the Inspector's purpose in the play (narrator, social commentator, mouthpiece for Priestley and socialism)	Know how Eva is presented (methods: absent from stage, represented only by others, analepsis) Know what Eva represents/her purpose	PAZ Writing Language Paper 2
Marking and feedback on the presentation of Inspector Goole				
Week Four Allusion	Know how Eva is presented (methods)	Know the methods used at the end of the play and their	Know how to improve a response-green pen lesson	Know how to write a speech on the topic: <i>'There is no need for women to go</i>

	Know how Sheila and Eva represent Gender & Class (foils) Know what Eva represents/her purpose	effects (circular structure, fake ending, coup de theatre)		<i>out to work, men should be the ones who provide.'</i>
Week Five Conflict	Know the poem Storm on the Island its context and meaning/s	Know the poem Storm on the Island and its methods which illustrate themes	Know the poem Extract from the Prelude, its context and meaning/s	Know how to write a short story Paper 1 (Describe/write a vignette of The Storm on the Island)
Week Six Form	Know the poem Extract from the Prelude and its methods which illustrate themes	Know the poem Exposure its context and meaning/s	Know the poem Exposure and its methods which illustrate themes	Know how to write a short story Paper 1 Describe how the soldiers think and feel in Exposure
Week Seven	•	•	•	•