

## Year 10: English Literature An Inspector Calls

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 1/1/24	Know the plot/sequence of events Reading through of the play to the end of the Birling episode <b>DRAMA/PLAY</b> <b>PLOT</b> <b>NARRATIVE</b>	Reading through of the play to the end of the Birling episode	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
Week Two 8/1/24	Know the opening stage directions and what they suggest	Know HOW Birling is characterised Know the dramatic methods used to present Mr Birling <b>CHARACTERISATION</b>	Know HOW Birling is characterised Know the dramatic methods used to present Mr Birling <b>CHARACTERISATION</b>  <b>MARKING AND FEEDBACK ON WRITING ABOUT MR BIRLING</b>	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 15/1/24	Know the characterisation of Gerald Croft Know the dramatic methods used to present Gerald Croft	Know the characterisation of Gerald Croft <b>CONTRAST</b> <b>JUXTAPOSITION</b> Know the dramatic methods used to present Gerald Croft	Know your own opinions of Gerald (hero or villain?) <b>CONTRAST</b> <b>JUXTAPOSITION</b> Know how to present opinions	<a href="#">Know how to structure an argument</a>
Week Four 22/1/24	Know the dramatic method of entrances and exits	Know the dramatic method of entrances and exits	Know the key themes: responsibility, class, gender, age <b>THEMATIC</b>	<a href="#">Know the features of each form: letter, essay, article, leaflet, speech</a>

	Know the significance of key entrances and exits	Know the significance of key entrances and exits		<b>MARKING AND FEEDBACK ON WRITTEN ARGUMENT</b>
Week Five 29/1/24	Know the characterisation of the Inspector Know the methods used to present the Inspector <b>SYMBOLISE</b>	Know the purpose of the Inspector <b>SYMBOLISE</b>	Know what a foil is Know how to compare Arthur Birling and the Inspector <b>SYMBOLISE</b>	Know the double importance of vocabulary and how to use it
Week Six 5/2/24	Know the characterisation of the Sheila Know the methods used to present the Sheila Know what Sheila represents/symbolises <b>ALLEGORY</b>	Know the characterisation of the Eva Know the methods used to present the Eva Know what Eva represents/symbolises <b>ALLEGORY</b>	Know what a foil is Know how to compare Sheila Birling and Eva Smith	Know how to write a complete argument/piece of rhetoric
Week Seven 19/2/24	PAZ Preparation English Literature	PAZ English Literature	PAZ English Language	Know how to write a complete argument/piece of rhetoric
Week Eight 26/2/24	Know the key themes: <b>Class, age, gender</b> Social responsibility	Know how Mrs Birling is presented (methods) Know how Mrs Birling is connected to themes <b>(class/gender)</b>	Know how Mrs Birling is presented (methods) Know how Mrs Birling is connected to <b>themes</b> and <b>context</b>	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.
Week Nine 4/3/24	Know how Eric is presented (methods) Know how Eric is connected to themes: <b>Class, age, gender, Social responsibility</b>	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 to write a <b>speech</b> on the topic: <i>'There is no need for women to go out to work, men should be the ones who provide.'</i>

<p>Week Ten 11/3/24</p>	<p>Know how Eva is presented (methods) Know how Sheila and Eva represent Gender &amp; Class (foils) Know what Eva represents/her purpose</p>	<p>Know how Eva is presented (methods: absent from stage, represented only by others, analepsis) Know what Eva represents/her purpose</p>	<p>Know the methods used at the end of the play and their effects (circular structure, fake ending, coup de theatre)</p>	<p>Know the methods used at the end of the play and their effects (circular structure, fake ending, coup de theatre)</p>
<p>Week Eleven 18/3/24</p>	<p>Know the poem Storm on the Island, its context and meaning/s</p>	<p>Know the poem Storm on the Island and its methods which illustrate themes</p>	<p>Know the poem Exposure and its methods which illustrate themes</p>	<p><a href="#">Know how to write a short story Paper 1</a> <a href="#">Describe how the soldiers think and feel in Exposure</a></p>