

English Department

Year 10

Topic: An Inspector Calls

Learning Journey

Prior learning:

-this is the first GCSE SOL for Y10.

-Y9 Literature analysis: OMAM, 'A View from the Bridge'

Learning sequence – topic title										Endpoint
Main learning steps	Baseline writing activity – writing to narrate or describe	Social and Historical context – Edwardian gender norms, socialism/ capitalism, Priestley's views	Analysing Priestley's method (Act 1) – first impressions, dramatic irony. Tracking methods across Act 1.	Characterisation – Mr Birling, Sheila, Mrs Birling	Themes/ character development in Act 2 – tracking Priestley's methods and how characters change/ develop	Theme exploration : How is the theme of gender presented in the play so far?	Theme/ Character / Method tracking through Act 3. Close analysis of Inspector's final speech.	Academic writing skills – how to write about characters and methods	Speaking and Listening Practice: How does Priestley present a character or theme across the course of the play?	How does Priestley present a character or theme in the extract and in the play as a whole?
Key Vocab	characterisation responsibility capitalism socialism critique dramatic irony cyclical structure catalyst unities omniscient exposition foreshadowing monologue									
Possible Assessment Topics	What might you be assessed on? Creative writing – narrative and descriptive writing skills. How does Priestley present and develop a specific character in one Act? Or across the play as a whole?									GCSE style Checkpoint: How is the theme/

	<p>How does Priestley present and develop a specific theme in an extract? Or across the play as a whole?</p> <p>Key Themes Might Be:</p> <ul style="list-style-type: none"> -Gender -Responsibility -Age/the different generations -Status/Power/Class/Wealth -Appearances vs Reality <p>Speaking and Listening: prepare and deliver a 3-5 minute speech on a selected character or theme.</p>	<p>character presented in this extract and in the play as a whole?</p> <p>Feedback: teacher diagnostic marking using GCSE mark scheme.</p> <p>Respond: students answer teacher questions in purple pen</p>
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Where will we use these ideas again:

Next half term – ‘Jane Eyre’

Continued skills – literature analysis, character and theme development, author’s intention or message, social and historical context