

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'

<b>Learning sequence – topic title</b>										<b>Endpoint</b>
<b>Main learning steps</b>	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?
<b>Key Vocab</b>	characterisation responsibility capitalism socialism critique dramatic irony cyclical structure catalyst unities omniscient exposition foreshadowing monologue									
<b>Possible Assessment Topics</b>	<b>What might you be assessed on?</b>  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"> <li>-Gender</li> <li>-Responsibility</li> <li>-Age/the different generations</li> <li>-Status/Power/Class/Wealth</li> <li>-Appearances vs Reality</li> </ul> <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