

Year 10 English – An Inspector Calls Half Term Three

	LESSON 1	Lesson 2	LESSON 3	LESSON 4
WEEK 16 wc 6 th January				
WEEK 17 wc 13 th January	<p>Know the opening stage directions and what they suggest and read through the opening of the play to the Birling episode</p> <p>Success Criteria: Identify key details in the opening stage directions. Explain what these details reveal about the Birling family and their lifestyle. Analyze how stage directions establish the tone and themes of the play.</p>	<p>Reading through of the play to the end of the Birling episode Know HOW Birling is characterised. Know the dramatic methods used to present Mr Birling</p> <p>Success Criteria: Identify specific quotes and actions that reveal Mr. Birling's personality and values. Explain how his character reflects capitalist attitudes and societal flaws. Use evidence to support an analysis of Birling's role in the play's message.</p> <p>MARKING AND FEEDBACK ON WRITING ABOUT MR BIRLING</p>	<p>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 Mr Birling). Know the meaning of capitalism and socialism and the concept of class.</p> <p>Success Criteria: Identify and explain key historical dates and events relevant to the play. Describe the social and political climate of the Edwardian period. Link historical events (e.g., the sinking of the Titanic, the wars) to themes and dramatic irony in the play.</p>	<p>Know the elements of writing to argue & persuade Know the importance of ideas and opinions</p> <p>Success Criteria: Statement of Opinion: Clearly state your viewpoint or argument in the introduction. Ensure the opinion is focused and directly responds to the prompt. Ideas/Reasons: Present at least three well-developed ideas or reasons to support your argument. Use relevant evidence, examples, or anecdotes to reinforce each idea.</p>
WEEK 18 wc 20 th January	<p>Know the characterisation of the Sheila Know the methods used to present the Sheila Know what Sheila represents/symbolises</p> <p>Success Criteria: Identify how Sheila and Eva are presented through actions, dialogue, and stage directions. Explain what each character represents in the play (e.g., change, social conscience, inequality).</p>	<p>Know the characterisation of Gerald Croft Know the dramatic methods used to present Gerald Croft</p> <p>Success Criteria: Identify key actions and dialogue that reveal Gerald's personality. Analyze how Priestley uses Gerald to explore themes of class and morality. Explain how dramatic methods (e.g., language, stage directions) shape the audience's view of Gerald.</p>	<p>Know your own opinions of Gerald (hero or villain?) Know how to present opinions</p> <p>Success Criteria: Develop a clear argument about Gerald's role in the play. Support your opinion with evidence from the text. Acknowledge alternative interpretations while justifying your viewpoint.</p>	<p>Know how to structure an argument</p> <p>Success Criteria: Begin with a clear thesis or viewpoint. Use topic sentences to introduce ideas and evidence to develop them. Incorporate rhetorical techniques (e.g., repetition, direct address, persuasive language). Conclude with a strong, impactful summary of your argument</p>

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<p>WEEK 19 wc 27th January</p>	<p>Know the dramatic method of entrances and exits Know the significance of key entrances and exits Success Criteria: Identify key moments where entrances and exits occur. Explain how Priestley uses these moments to create tension or reveal character traits. Analyze how these techniques impact the play's themes and audience reaction.</p>	<p>Know the dramatic method of entrances and exits Know the significance of key entrances and exits Success Criteria: Identify key moments where entrances and exits occur. Explain how Priestley uses these moments to create tension or reveal character traits. Analyze how these techniques impact the play's themes and audience reaction.</p>	<p>Know the key themes: responsibility, class, gender, age Success Criteria: Identify how each theme is introduced and developed in the play. Link themes to specific characters, events, and dialogue. Analyze how Priestley uses themes to convey his social and political message.</p>	<p>Know the features of each form: letter, essay, article, leaflet, speech MARKING AND FEEDBACK ON WRITTEN ARGUMENT Success Criteria: Identify key conventions for each form. Write in the appropriate tone and style for the intended audience and purpose. Use discourse markers and structural features effectively to enhance clarity and engagement.</p>
<p>WEEK 20 wc 3rd February</p>	<p>Know the characterisation of the Inspector Know the methods used to present the Inspector Success Criteria: Identify how the Inspector's actions and dialogue convey his purpose. Analyze how Priestley uses the Inspector as a moral voice and a critique of society. Explain how the Inspector contrasts with other characters, particularly Mr. Birling.</p>	<p>Know the purpose of the Inspector Success Criteria: Identify how the Inspector's actions and dialogue convey his purpose. Analyze how Priestley uses the Inspector as a moral voice and a critique of society. Explain how the Inspector contrasts with other characters, particularly Mr. Birling.</p>	<p>Know what a foil is Know how to compare Arthur Birling and the Inspector Success Criteria: Define "foil" and explain how the Inspector acts as a foil to Mr. Birling. Compare their views, language, and actions, using evidence to support your analysis. Analyze how this contrast reinforces the play's key themes.</p>	<p>Know the double importance of vocabulary and how to use it</p>
<p>WEEK 21 wc 10th February</p>	<p>Compare how Priestley uses Sheila and Eva to explore themes of responsibility and class.</p>	<p>Know the characterisation of Eva Know the methods used to present the Eva Know what Eva represents/symbolises Success Criteria: Identify how Sheila and Eva are presented through actions, dialogue, and stage directions. Explain what each character represents in the play (e.g., change, social conscience, inequality).</p>	<p>Know what a foil is Know how to compare Sheila Birling and Eva Smith Success Criteria: Define "foil" and explain how Sheila acts as a foil to Eva</p>	<p>Know how to write a complete argument/piece of rhetoric Success Criteria: Begin with a clear thesis or viewpoint. Use topic sentences to introduce ideas and evidence to develop them. Incorporate rhetorical techniques (e.g., repetition, direct address, persuasive language). Conclude with a strong, impactful summary of your argument.</p>

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		Compare how Priestley uses Sheila and Eva to explore themes of responsibility and class.		
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Vocabulary in the teaching of An Inspector Calls:

Please teach, frequently use and retrieve the following vocabulary.

Dramatic irony – When the audience knows more than the characters, often used to highlight flaws or build tension.

Foreshadowing – Hints or clues about events that will occur later in the play, creating suspense or thematic connections.

Symbolism – The use of characters, objects, or events to represent larger ideas, such as Eva Smith symbolizing the working class.

Ambiguity – The deliberate use of unclear or open-ended elements to provoke thought or discussion, as seen in the Inspector's identity.

Capitalism – An economic system referenced in the play, representing self-interest and inequality through characters like Mr. Birling.

Socialism – The ideology Priestley advocates, emphasizing community and collective responsibility, represented by the Inspector.

Hierarchy – The structure of power and social class, explored through family dynamics and societal roles.

Patriarchy – The male-dominated society depicted in the play, influencing gender roles and expectations.

Moral culpability – The ethical responsibility characters bear for their actions, central to the play's exploration of guilt.

Didactic – Intended to teach or deliver a moral lesson, describing the play's overall purpose and Priestley's intentions.