

English Year 10 Half Term 4

Learning Intentions Spring Term 2

2024-2025

	LESSON 1	LESSON 2	LESSON 3	LESSON 4
WEEK 22 wc 24 th February	<p>Know the key themes: responsibility</p> <p>Success Criteria: Identify how responsibility is introduced and developed in the play. Link themes to specific characters, events, and dialogue. Analyse how Priestley uses responsibility to convey his social and political message.</p>	<p>Know how to write a complete argument/piece of rhetoric</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>	PAZ English Language	PAZ English Literature
WEEK 23 wc 3 rd March	<p>Know how Mrs Birling is presented (methods) Know how Mrs Birling is connected to themes (class/gender)</p> <p>Success Criteria: Explain how Priestley presents Mrs Birling through key methods (e.g., dialogue, stage directions, dramatic irony). Analyse how Mrs Birling represents class and gender attitudes in Edwardian society. Link Mrs Birling's character to Priestley's message and the play's social/historical context.</p>	<p>Know how Mrs Birling is presented (methods) Know how Mrs Birling is connected to themes and context</p> <p>Success Criteria: Explain how Priestley presents Mrs Birling through key methods (e.g., dialogue, stage directions, dramatic irony). Analyse how Mrs Birling represents class and gender attitudes in Edwardian society. Link Mrs Birling's character to Priestley's message and the play's social/historical context.</p>	<p>Know how Eva is presented (methods) Know how Sheila and Eva represent Gender & Class (foils) Know what Eva represents/her purpose</p> <p>Success Criteria: Explain how Priestley presents Eva Smith using key methods (e.g., others' dialogue, structure, absence from the stage). Analyse how Sheila and Eva act as foils to highlight themes of gender and class. Explore Eva's symbolic role and her purpose in conveying Priestley's social message.</p>	<p>Know how to write a speech on the topic: <i>'There is no need for women to go out to work, men should be the ones who provide.'</i></p>

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<p>WEEK 24 wc 10th March</p>	<p>Green Pen Response English Language PAZ</p>	<p>Green Pen Response English Literature PAZ</p>	<p>Know how Eva is presented (methods: absent from stage, represented only by others, analepsis) Know what Eva represents/her purpose Success Criteria: Explain how Priestley presents Eva Smith using key methods (e.g., others' dialogue, structure, absence from the stage). Analyse how Sheila and Eva act as foils to highlight themes of gender and class. Explore Eva's symbolic role and her purpose in conveying Priestley's social message.</p>	<p>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> <i>Write an article for the Guardian giving your views.</i></p>
<p>WEEK 25 wc 17th March</p>	<p>Know the methods used at the end of the play and their effects (circular structure, fake ending, coup de theatre) Success Criteria: Explain how Priestley uses circular structure, the fake ending, and coup de théâtre to create tension and reinforce his message. Analyse how the audience's reaction is manipulated through these techniques, particularly in relation to responsibility and social change.</p>	<p>Know the methods used at the end of the play and their effects (circular structure, fake ending, coup de theatre) Success Criteria: Explain how Priestley uses circular structure, the fake ending, and coup de théâtre to create tension and reinforce his message. Analyse how the audience's reaction is manipulated through these techniques, particularly in relation to responsibility and social change. Explore how the final moments of the play challenge characters' beliefs and</p>	<p>Know the key themes: class Success Criteria: Identify how class is introduced and developed in the play. Link themes to specific characters, events, and dialogue. Analyse how Priestley uses themes to convey his social and political message.</p>	<p>Know the key themes: gender Success Criteria: Identify how gender is introduced and developed in the play. Link themes to specific characters, events, and dialogue. Analyse how Priestley uses themes to convey his social and political message.</p>

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	Explore how the final moments of the play challenge characters' beliefs and leave the audience questioning their own views.	leave the audience questioning their own views.		
WEEK 26 wc 24 th March	<p>Retrieval of knowledge of logos, ethos, pathos</p> <p>Success Criteria: Define and explain logos, ethos, and pathos, identifying their purpose in persuasive speech. Analyse how speakers use these techniques to influence an audience, with examples. Evaluate the effectiveness of logos, ethos, and pathos in different contexts, considering their impact on persuasion.</p>	<p>Know the form of the spoken language unit and the range of topics. Know how you will be assessed.</p> <p>Success Criteria: Identify the key features of the spoken language assessment, including its purpose, structure, and expectations. Understand the range of possible topics and how to select an appropriate one. Explain the assessment criteria and what is required to achieve success.</p>	<p>Know the areas/topics of the speech.</p> <p>Success Criteria: Identify the key areas and topics suitable for the spoken language speech. Understand how to choose a topic that is engaging, appropriate, and allows for effective communication. Explain how different topics can be adapted to demonstrate persuasive and rhetorical techniques.</p>	<p>Planning of the speech</p> <p>Success Criteria: Identify the key stages of speech planning, including structure (introduction, main points, conclusion). Use rhetorical techniques (logos, ethos, pathos) and language devices to engage the audience. Organise ideas logically, ensuring clarity, coherence, and a strong delivery.</p>
WEEK 27 wc 31 st March	Delivery of the spoken language unit	Delivery of the spoken language unit	Delivery of the spoken language unit	Delivery of the spoken language unit

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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.