

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning

Year 10 – Term 3 and 4 Modern Play Lit Paper 2 (with Lang paper 2 skills)

Intent – Rationale

Students will be encouraged to critically explore the ideas within An Inspector Calls will be encouraged to comment upon those ideas. Students will develop their ability to respond critically to ideas and perspectives from within a Modern Play text. They will also develop their decoding skills and their ability to comment on a play whilst utilising an increasingly sophisticated range of terminology in their analysis. This term will also see students apply their non-fiction skills to a range of texts from modern journalism, pre 20th Century texts and texts from previous exam papers.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 9 – Educating Rita, analytical PEE skills and analysing a modern playtext.</p> <p>Year 9 – Romeo and Juliet, analysing a play.</p>	<p>Year 11 - Term 2 Mocks</p> <p>Year 11 – 19th Century Novel</p> <p>Year 11 – Revision of Shakespeare as another play text</p> <p>KS5 – Units in English A level Literature – particularly involving the modern play texts such as <i>A Streetcar Named Desire</i> and also the Shakespeare text <i>Othello</i>.</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> History – considering the time period of The Great Depression, considering the impact of WW1 and WW2; treatment of women; worker’s rights; suffragette movement EP – Sense of debate and ethical exploration of treatment of workers in factories Politics – discussion of social systems (capitalism/socialism) and class 	<ul style="list-style-type: none"> SMSC –M1 – considering what is morally right and wrong SMSC – C1 – considering cultural heritage BV – 2 reflect on the rule of law Careers – comparing the experiences in workplaces in up to 1912 and comparing them to current working rules and experiences
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> Extended reading Exploring ways to analyse FROM THE LIBRARY-students should regularly access non-fiction texts to develop reading that links to the curriculum texts. <p><i>At Home in World War 2, Women’s War; Stewart Ross -His 941</i></p> <p><i>Woman at War; Adrian Gilbert -His. 942</i></p> <p><i>The Great Depression; David Taylor- Soc.Sci. 338</i></p> <p><i>Fallen Grace; Mary Hooper- Fic. H</i></p>	<ul style="list-style-type: none"> Considering the impact of inflation on the financial sums referred to in the texts Chronological understanding of Historical dates

KESTEVEN AND SLEAFORD HIGH SCHOOL

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What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: right;"><u>Know</u></p> <p><u>Term 1</u> Know the plot of ‘An Inspector Calls’ Know who the characters are Students will know requirements of the English Literature Paper 2 examination paper Students will become aware of key terms and phrases in the questions Students will learn features of a critical style and formal essay writing Students will know how to use textual references, including quotations, to support and illustrate interpretations Students will be aware of the importance of dramatic irony and the importance of stagecraft in the text</p> <p><u>Term 2</u> Know who the characters and what the key themes are in the play Students will develop the skill of using features of a critical style and attempting timed formal essays Students will know how to use textual references, including quotations, to support and illustrate interpretations Students will know how to effectively revise quotations Students will know how to effectively plan a response The requirements of Language paper 2 and the Assessment objectives for each question</p> <p style="text-align: right;"><u>Apply</u></p> <p>The skills of decoding a Modern Play text The skills of constructing an effective essay The skills of being able to analyse key quotations The skills of being able to make links across the play The skills of being able to utilise relevant context within an essay</p> <p style="text-align: right;"><u>Extend</u></p> <p>How to include sophisticated terminology in analysis Exploring symbolism within texts Exploring the importance of key themes</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?

KESTEVEN AND SLEAFORD HIGH SCHOOL

<p>Dramatic devices: stagecraft, act, scene, monologue, soliloquy, stage directions, dramatic irony</p> <ul style="list-style-type: none"> Context Themes – socialism, responsibility Symbolism Edwardian England Stagecraft Socialism Capitalism Whodunnit genre/morality play Summarise Point of view Compare 	<ul style="list-style-type: none"> Book marking Peer assessment of preparatory Literature Paper 2 Section A tasks Self-assessment Responses in DIRT time <p>Assessment: Literature Paper 2 Section A essay (character/theme)</p> <p>Recall Curriculum:</p> <p>'An Inspector Calls' – ongoing knowledge tracker quiz – and answers</p>
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Intent – Concepts

	Lesson title	Non-negotiable content	Suggested activities and resources
Week 1	Context	AIC Context; socialism, capitalism, Edwardian England, war-time, morality play,	PowerPoint: 1 - Context BBC Context Video PART ONE and PART TWO BBC Context Q&A Worksheet to accompany video – QUESTIONS and ANSWERS
	Stage directions	Stage directions, stagecraft, symbolism of the opening scene and setting – establishing characters and context	PowerPoint: 2 – Stagecraft Opening stage directions – A3 sheet Opening stage directions – A5 combi sheet
	Stage directions continued		
Week 2	Act 1	The engagement. The relationship between Eric and Sheila The importance of Crofts Ltd joining with Birling and Company Arthur Birling and his speeches – 'increasing prosperity', 'the Germans don't want war', 'Titanic', 'knighthood and a man has to mind his own business' Class divide and outdated political system.	
	Act 1	Symbolism of Edna The arrival of the Inspector and what happened to Eva Smith – disinfectant Mr Birling shown the photograph – p.170 - whodunnit	

KESTEVEN AND SLEAFORD HIGH SCHOOL

Week 3		Mr Birling's response to his involvement in the sacking/suicide – 'she had a lot to say' Eric's response to Eva being sacked – 'tough luck' Sheila's response 'these girls aren't cheap labour – they're people' – consider the divide between the older and younger generations.	
	Act 1	Millwards – 'fresh start' Photograph shown to Sheila p.178 – compare her response to her father Consider the often-clipped nature of the responses by Inspector Goole Gerald is the next to be the focus p.182 – relationship between Gerald and Sheila Consider the closing of the first act - stagecraft	
	Act 2	The divide between Sheila and Mrs Birling: 'you mustn't try to build up a kind of wall between us and that girl. If you do, then the inspector will just break it down.' p.186 Link to context – English Journey Eric's drinking too much – consider the implications. Gerald's involvement revealed along with information about Daisy Renton – consider nominative determinism p.190 'I didn't install her there so that I could make love to her.'	
	Act 2	'You were the wonderful fairy prince. You must have adored it, Gerald.' – contrast between Daisy and Sheila The Inspector reveals information from the diary 'And she said there that she had to go away and be quiet and remember ' just to make it last longer'. P.193 – consider why Priestley does that	
	Act 2	Mr and Mrs Birling – privilege vs responsibility Mrs Birling blames the girl and refuses to take responsibility p.197/198 'If he refused to marry her – and in my opinion he ought to be compelled to – then he must at least support her.' – exploration of the issues caused by the class divide Sheila realises Eric is the one who got the dead girl pregnant – importance of the climax in the scene	

KESTEVEN AND SLEAFORD HIGH SCHOOL

		End of Act 2 – discussion of why Priestley includes the return of Eric here	
Week 4	Act 3	The change in the dynamic of the relationship between Eric and Sheila – closer, old vs younger generation and the hope for change in the future. p.203 ‘I was in that state when a chap easily turns nasty’ – consideration of what Eric did and responsibility Explore the distance between Eric and his parents – damage caused by being brought up in a family driven by capitalistic ideals	
	Act 3	‘Then – you killed her. She came to you to protect me – and you turned her away – yes, and you killed her – and the child she'd have had too – my child – your own grandchild – you killed them both – damn you, damn you’ consider p.206 – the damage caused explore links to earlier in the play ‘There are millions and millions and millions of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering and chance of happiness, all intertwined with our lives,’ p.207 – importance of the wider message Priestley is creating	
	Act 3	Consider the final words of The Inspector and their significance: ‘then they well be taught it in fire and blood and anguish. Good night.’ P.207 Eric and Sheila have learnt but Gerald, Mr and Mrs Birling have learnt nothing Discuss reactions to the ending and what Priestley was trying to do.	
Week 5	Character, themes and quote revision	Explore presentations of the key characters and how they develop across the play. Link to context, stagecraft and terminology.	
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	Character, themes and quote revision	Explore ways to learn key quotations and test knowledge of key quotations. Help guide the students in useful methods and also about being selective.	

KESTEVEN AND SLEAFORD HIGH SCHOOL

Week 6	Character, themes and quote revision	Explore key themes such as: responsibility, social class, power, morality	T:\Departments\Curriculum\English\English Department Data\SOW and Resources\KS4\Literature\Paper 2 - Modern Play + Poetry\Modern Play\An Inspector Calls\Character-theme grids A3 Resource.docx
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Week 1	Assessment preparation	Consider the timing and details of the examination. Explore ways to plan. Consider thesis statements – whilst ensuring they are not too long.	
	Assessment preparation	Revise examination technique – consider using peer assessment and group tasks here.	
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Week 2	Assessment preparation	Revise examination technique – consider using peer assessment and group tasks here.	
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	Assessment	A timed essay (950 minutes), with no access to notes or the play, under examination conditions. A choice of character or theme question will be provided and students can pick which one to answer.	
Week 3	Language Paper 2 Prep with Elephants	Ensure students are aware of the timings and requirements for English Language Paper 2 – work through a Section A. Consider command words: summary, language, compare, attitudes and ensure students understand what each question is focusing on. Use the mark scheme to help students to engage with it.	T:\Departments\Curriculum\English\English Department Data\SOW and Resources\KS4\Language\Paper 2 - Non-Fiction\Nov 19 elephants
	Language Paper 2 Prep with Elephants	Ensure students are aware of the timings and requirements for English Language Paper 2 – work through a Section A. Ensure you consider the skills required for Section A and Section B. Consider command words: summary, language, compare, attitudes and ensure students understand what each	

KESTEVEN AND SLEAFORD HIGH SCHOOL

		question is focusing on. Use the mark scheme to help students to engage with it.	
	Language Paper 2 Prep with Elephants	Consider the requirements of Section B and discuss the Section B response. Consider the importance of planning and features of an effective Section B response. Consider planning styles and exam technique.	
Week 4	Language Paper 2	Try out tasks to develop Q1, Q2, Q3, Q4 and Q5 skills.	
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Week 5	Language Paper 2	Try out tasks to develop Q1, Q2, Q3, Q4 and Q5 skills.	
	DIRT TIME AIC question	Filling in profile booklets. Students need to use DIRT time to make extensive improvements to their responses.	
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Week 6	Language Paper 2 Revision for Formal assessment week will be Ben Fogle PAPER	Try out tasks to develop Q1, Q2, Q3, Q4 and Q5 skills.	
	Language Paper 2 Revision for Formal assessment week will be Ben Fogle PAPER	Try out tasks to develop Q1, Q2, Q3, Q4 and Q5 skills.	
	Language Paper 2 Revision for Formal assessment week will be Ben Fogle PAPER + Lit Q	Try out tasks to develop Q1, Q2, Q3, Q4 and Q5 skills.	