

YEAR 10, An Inspector Calls, GCSE English

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> This is taught in Autumn so that we have adequate time to prepare students for the first round of PPE exams at the end of term. This unit is taught in the spring term, after Language Paper One, A Christmas Carol and Language Paper Two. By this time students are confident in handling text and character, therefore studying a play is a logical next step. 	<ul style="list-style-type: none"> Analysis of language, including some older English language as the play is set in 1912. Understanding of writers' methods to create meaning. Identifying motives of writers, specifically Priestley's socialist viewpoint. This unit incorporates: reading aloud; the acquisition of a widening vocabulary; an appreciation of our linguistic heritage; engaging in shared reading with peers. 	<i>Capitalism, socialism, morality, dramatic irony, stage directions, dramatic tensions, responsibility, realism, patriarchy, misogyny, ominous, omniscient, mouthpiece, androcentric, didactic, demise, humanist philosopher, social commentator, duplicity, facade.</i>
Challenge and Support:	World wide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> Students will be challenged in their comprehension of formal language. The scheme is ambitious because of the need for higher level thinking regarding comprehension. The need to understand historical context is evident also. Deeply perceptive analysis is encouraged. Extra analysis points are included within the ppts. Use of the visualiser supports weaker writers. The theme of depression and suicide needs treating sensitively. 	<ul style="list-style-type: none"> Contextual discussions around political ideas. Kindness and morality. Class divide. 	<ul style="list-style-type: none"> Opportunities to see performance of play where possible. Social responsibility. Recognising emotions and attributing them to certain characters and situations. Opportunities for empathy development.

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> • Historical context – Edwardian society, capitalism vs socialism, trade unions • Treatment of women • Lack of welfare support. • Discussions about social responsibility. • Wealth and greed. • The seven deadly sins 	<ul style="list-style-type: none"> • Links to the Titanic and both world wars. • Character and Culture links – morality/selfishness/responsibility. • History - the Edwardian era and the class divide. • Politics. 	<ul style="list-style-type: none"> • Historical and political attitudes • Which character is which? • The ending. • The inspector's motive.
Assessment timeline:		
<ul style="list-style-type: none"> • <i>Knowledge and skills will be assessed through classwork and homework tasks as well as an end of unit assessment.</i> • <i>Regular low stake quizzes and recap tasks</i> • <i>Checklists and models to be used throughout the topic.</i> • <i>Model paragraphs throughout to prepare students for an independent assessment at the end of the unit.</i> • <i>Live marking</i> • <i>End of Unit Assessment: exam style question</i> 		
Home learning		
Guided Reading Tasks:		
GCSE pod and Seneca		
Feedback		
<ul style="list-style-type: none"> • <i>Teacher/self and peer assessment to take place at regular intervals.</i> • <i>Live marking</i> 		

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	Unit 1						Unit 2						Unit 3						Unit 4					Unit 5					Unit 6									

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