

Scheme of Work 2020 - 2021
Subject: English Literature
Unit: An Inspector Calls

Year Group: 10

Specification: AQA English Literature

This scheme of work is intended to prepare students for the Modern Text unit of the GCSE Literature exam by:

- **Understanding and responding to the play with a range of points that match the question, supporting ideas with references from the play**
- **Writing in a mature and academic style**
- **Analyse the effects of language form and structure on the play**
- **Understanding the relationship between the play and the context in which it was written**
- **Using accurate vocabulary, expression, punctuation and spelling**

Les so n No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
1	Introducing the family	<u>Identify</u> key features regarding the family dynamics <u>Evaluate</u> the way the family interact with each other	<ul style="list-style-type: none"> • Key Vocab • Read opening of text and analyse opening stage directions – discuss importance of stage directions in a play • Make a list of evidence that suggests the family are wealthy • Note information about each family member based on stage directions • Read pages 2-3 – targeted questioning • Write a paragraph showing family dynamics based on stage directions/opening of play – using evidence to support answer 	Targeted questioning Write up	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9

2	Mr Birling's opening speech	Identify Mr Birling's attitude Analyse what this shows about his character	<ul style="list-style-type: none"> • Key Vocab • Read pages 4-7 – discuss length of turn of Mr Birling – what do we learn about his character? • Quote search – what do we learn about Mr Birling's attitude towards Sheila's engagement • Analytical paragraph writing – using a cloze exercise • Predictions Mr Birling makes for the future – How is dramatic irony used 	Targeted questioning Write up	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9
3	Mr Birling's view point	Identify Mr Birling's beliefs Evaluate what this shows about his character	<ul style="list-style-type: none"> • Key Vocab • Quote find • Spellings relating to character • List aspects of Mr Birling which have been identified in prior learning • Read pages 7 – 10 • What does a capitalist believe/value? – find quotes that show these values • Why does the inspector arrive when he does? Key moment for discussion 	Targeted questioning Evaluation of character	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9
4	The Arrival of The Inspector	To identify the purpose of his visit To analyse Mr Birling's response to him	<ul style="list-style-type: none"> • Key vocab • Quote find – gap fill exercise • Watch short video on values – what have the characters valued so far? • Discussion of entrances and exits 	Targeted questioning Identifying key information	GCSE POD Doddle Out of hours booklet	So7 C1 C3

			<ul style="list-style-type: none"> • Reading pages 10 -13 – identify key information the Inspector brings to the family • Comparison between Gerald + Eric and how they respond to news of Eva’s death • Reading pages 14 – 16 – Discussion of the meaning of ‘a chain of events’ • Bullet point Mr Birling’s involvement in Eva’s death and how Gerald and Eric respond differently 	Making comparisons between characters		C5 M2 Sp3 Sp5 Sp9
5	Sheila’s response + involvement	<u>Identify</u> how Sheila knew Eva <u>Analyse</u> how she reacts to this	<ul style="list-style-type: none"> • Key vocab • Find the quote settler • Words linked to Shelia • Video clip exploring gender • Role of women – structure and staging • Reading pages 17-20 – explore how Birling acts towards the Inspector • Comparing Shelia and Eric – first reactions • Shelia’s responses – write up analytical paragraph • Reading pages 20-25 – why did Shelia act the way she did? • Descriptive writing task 	Targeted questioning Showing understanding of context Mini write up	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9
6	Contrasting reactions	<u>Identify</u> HOW Sheila and Mr Birling react <u>Analyse</u> the differences in their reactions	<ul style="list-style-type: none"> • Quote find settler • Vocab linked to topic • Video clip – Jealousy – discussion of why people are jealous of others • Comparison task of Shelia and Eva • Quote complete • Reading pages 25 – 26 – How does Priestley create tension at the end of act 1? • Shelia’s stages of development task • Comparison Plenary 	Questioning Showing comparisons between characters	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3

						Sp5 Sp9
7	Planning a blue book piece Mr Birling	Identify how to structure an essay	<ul style="list-style-type: none"> Quote find settler Vocab linked to character Discussion about exam question and mark scheme How to structure an essay Use work sheet to create quotes to use in essay Practice quote exploding 	Questioning Writing quotes analytically	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9
8	Blue Book piece Mr Birling	Creating your first full essay	<ul style="list-style-type: none"> Key vocab Essay structure plan Top points about Mr Birling Write essay 	Blue book piece Mr Birling	GCSE POD Doddle Out of hours booklet	Sp5
9	Reactions to the events so far	Identify how characters have reacted Analyse how these are shown	<ul style="list-style-type: none"> Key Vocab Find the quotes – settler Prior learning – Eva negative things Find the missing words from the quotes – write out in books What do we learn from these quotes Aspects of Gerald’s character Reading 27 – 31 Discussion of the role of women Attitudes towards Shelia’s character Shelia’s stages of development task 	Questioning Analytical quote write up.	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3

			<ul style="list-style-type: none"> • Reading pages 22 -23 • Discussion about revelations • Key quotes – who said what? • Quotes write up 			Sp5 Sp9
10	Gerald's involvement with Daisy	Identify how Gerald knew Daisy Compare his reaction with the other characters	<ul style="list-style-type: none"> • Settler – quotation find • Key vocab • Video clip – abuse of trust – how is this relevant to the play? • Discussion – Sheila & Gerald's relationship • Reading pages 34 – 35 – discussion 'Society' • Reading pages 35 – 40 • Bullet point Gerald's involvement with Daisy • Good/bad actions table to be completed • Discussion 'the role of women' • Links to picture and language exam 	Questioning Write a descriptive paragraph on Daisy's reactions to how she feels	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9
11	Mrs Birling and Daisy	Identify her connection to her Analyse what this reveals about her attitudes	<ul style="list-style-type: none"> • Settler – quote find • Key vocab linked to Mrs Birling • Quotes cloze exercise – what do the quotes tell the audience about Mrs Birling? • Quote write up • Video clip – society – discussion around this • Reading pages 40 – 44 – discussion linked towards Mrs Birling's attitude towards the Inspector • Reading pages 45 – 49 – make predictions about what happens next • Bullet point Mrs Birling's involvement with Daisy • Create 2 thought bubbles about Mrs Birling's and Daisy's feelings 	Questioning Write up	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9

12	Knowing our Quotes	Revising key quotes and Ideas for the play	<ul style="list-style-type: none"> • Key vocab • Students to work in pairs – series of find the exercises – take feedback from students and discuss quotes and meanings • Using pictures students to think of quotes related to the pictures • Choose a quotation to write up 	Questioning	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9
13	Eric's reaction	Identify HOW he came to meet Daisy Analyse what this shows about his character	<ul style="list-style-type: none"> • Settler – quote find • Starter – Key vocab relating to Eric • Important points about Eric – fill in the quotes – discussion • Reading pages 50 – 51 – staging and structure discussion • Reading pages 52 – 55 – discussion • Bullet point how Eric met Daisy • Discussion of Eric's relationship with his father – Quote write up • Discussion regarding Eric's anger • Create a thought bubble for Eric to convey his feelings 	Questioning Quote write up	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9
14	The Inspector's final message Blue Book	Identify the final message Analyse the role of the Inspector	<ul style="list-style-type: none"> • Quote find settler • Key vocab • Bullet point role of the Inspector so far • Reading pages 55 – 56 • Analysing language in the key speeches 	Blue book: Closing speeches	GCSE POD Doddle Out of hours booklet	So7 C1 C3

			<ul style="list-style-type: none"> • Blue book – writing analytical paragraphs about closing speeches • Highlight methods used 			<p>C5</p> <p>M2</p> <p>Sp3</p> <p>Sp5</p> <p>Sp9</p>
15	The family's reaction after the Inspector leaves	<p>identify the contrasting reactions</p> <p>evaluate the differences in these</p>	<ul style="list-style-type: none"> • Quote find settler • Key vocab • Bullet point methods used in Inspectors closing speeches • Summarise what the speeches mean • Reading pages 56 – 61 • Key discussion – role reversal • Reading pages 61 – 63 • Analytical quote write up 	Quote write up	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	<p>So7</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>M2</p> <p>Sp3</p> <p>Sp5</p> <p>Sp9</p>
16	The close of the play	<p>Identify the message at the end of the play</p> <p>Analyse what message Priestley is presenting</p>	<ul style="list-style-type: none"> • Quote find settler • Key vocab • Recap of prior knowledge • Reading pages 63-66 • Discussion of quotes and contrasting reactions of younger + older generation • Reading pages 67-72 • Key questions and discussions of engagements • Ending discussion about 'Goole' 	<p>Questioning</p> <p>Analysis of generations</p>	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	<p>So7</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>M2</p> <p>Sp3</p>

						Sp5 Sp9
17	The structure and staging of the play	<u>Identify</u> the importance of these aspects <u>-evaluate</u> how they add to effect	<ul style="list-style-type: none"> • Key quotes/key vocabulary • Discussion of structure and staging • Bullet point order of interrogations • Discussion surrounding order of interrogations • Discussion of Gerald + his interrogations • Importance of title • Cliff hangers + entrances and exits • Discussion of names, setting and lighting • 	Questioning Whole class discussion	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9
18	The role of gender and social class	<u>Identify</u> how these impact the lives of the characters <u>Evaluate</u> how this changes their lives	<ul style="list-style-type: none"> • Quotes + key vocab • Listen to GCSE POD social class • Table – genders • Role of women – watch video clip – what does it show us about the role of women? • Discussion of gender and social class • Table S + D between Sheila and Eva • Discussion of how their lives are different • Bullet point Mr + Mrs Birling’s treatment of Eva • Bullet point Gerald + Eric’s treatment of Eva • Sum up in one line gender + social class 	Questioning Whole class discussion	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9

19	Planning a Blue Book Piece – The Inspector	Identify what is important about his role Analyse what he represents in the play	<ul style="list-style-type: none"> Quote find + /key Vocab Blue book question Recap essay structure Bullet point why the Inspector is important Video clips – omniscient + Socialism Key discussions Quotes that link to the Inspector Preparing topic sentences for write up Analyse Inspectors key speeches Bullet point essay structure 	Blue book: Make a plan Targeted questioning	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9
20	Blue Book Piece – The Inspector	Creating your Blue Book piece	<ul style="list-style-type: none"> Quotes + Key vocab Students to write up full essay Highlight methods used in answers 	Blue book: The Inspector write up	GCSE POD Doddle Out of hours booklet	Sp5
21	The character of Mrs Birling	identify what we know about her analyse how this is shown	<ul style="list-style-type: none"> Quotes/Key spellings/vocab Bullet point 4 things about Mrs Birling Key quotes for Mrs Birling Bullet point essay structure Summarise essay into one line paragraphs using a table Write up brief introduction Quote write up Detailed analysis of quote write up 	Targeted questioning Write up	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5

						Sp9
22	The character of Eric	<p>identify what we know about him</p> <p>analyse how this is shown</p>	<ul style="list-style-type: none"> • Quotes/key spellings/vocab • Bullet point 4 top things about Eric • Quote hunt • Bullet point essay structure • Summarise essay into one line paragraphs using a table • Discuss Eric's family relationships • Quote write up • Detailed analysis of quote write up 	<p>Targeted questioning</p> <p>Write up</p>	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	<p>So7</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>M2</p> <p>Sp3</p> <p>Sp5</p> <p>Sp9</p>
23	AIC Revise Themes	<p>To <u>understand</u> key themes in text</p> <p>Make links Ao2/Ao3</p>	<ul style="list-style-type: none"> • Key Vocab • Themes quiz • GCSE PODS – Analyse themes • Link themes to characters • Give sample exam question • Students use notes to create an analytical paragraph • Highlight quotes used – circle subject terminology 	<p>Targeted questioning</p> <p>Quiz</p>	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	<p>So7</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>M2</p> <p>Sp3</p> <p>Sp5</p>

						Sp9
24	AIC Revise Characters	To <u>understand</u> characters and motivation Make links Ao2/Ao3	<ul style="list-style-type: none"> • Key vocab • Character quiz • Create tables for each character – create one line paragraphs – 6 minutes per character • Questioning – links to context • Share ideas • Write up paragraph – students choose weakest knowledge of character • Develop ideas 	<p>Create tables</p> <p>Discussion</p> <p>Targeted questioning</p>	<p>GCSE POD</p> <p>Doddle</p> <p>Out of hours booklet</p>	<p>So7</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>M2</p> <p>Sp3</p> <p>Sp5</p> <p>Sp9</p>