

**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**

Lesson 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	<b>Introducing the family</b>	<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"> <li>• Key Vocab</li> <li>• Read opening of text and analyse opening stage directions – discuss importance of stage directions in a play</li> <li>• Make a list of evidence that suggests the family are wealthy</li> <li>• Note information about each family member based on stage directions</li> <li>• Read pages 2-3 – targeted questioning</li> <li>• Write a paragraph showing family dynamics based on stage directions/opening of play – using evidence to support answer</li> </ul>	Targeted questioning  Write up	GCSE POD  Doddle  Out of hours booklet	So7  C1  C3  C5  M2  Sp3  Sp5  Sp9

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

			<ul style="list-style-type: none"> <li>• Reading pages 10 -13 – identify key information the Inspector brings to the family</li> <li>• Comparison between Gerald + Eric and how they respond to news of Eva’s death</li> <li>• Reading pages 14 – 16 – Discussion of the meaning of ‘a chain of events’</li> <li>• Bullet point Mr Birling’s involvement in Eva’s death and how Gerald and Eric respond differently</li> </ul>	Making comparisons between characters		C5 M2 Sp3 Sp5 Sp9
5	<b>Sheila’s response + involvement</b>	<u>Identify</u> how Sheila knew Eva <u>Analyse</u> how she reacts to this	<ul style="list-style-type: none"> <li>• Key vocab</li> <li>• Find the quote settler</li> <li>• Words linked to Shelia</li> <li>• Video clip exploring gender</li> <li>• Role of women – structure and staging</li> <li>• Reading pages 17-20 – explore how Birling acts towards the Inspector</li> <li>• Comparing Shelia and Eric – first reactions</li> <li>• Shelia’s responses – write up analytical paragraph</li> <li>• Reading pages 20-25 – why did Shelia act the way she did?</li> <li>• Descriptive writing task</li> </ul>	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	<b>Contrasting reactions</b>	<u>Identify</u> HOW Sheila and Mr Birling react <u>Analyse</u> the differences in their reactions	<ul style="list-style-type: none"> <li>• Quote find settler</li> <li>• Vocab linked to topic</li> <li>• Video clip – Jealousy – discussion of why people are jealous of others</li> <li>• Comparison task of Shelia and Eva</li> <li>• Quote complete</li> <li>• Reading pages 25 – 26 – How does Priestley create tension at the end of act 1?</li> <li>• Shelia’s stages of development task</li> <li>• Comparison Plenary</li> </ul>	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	<b>Identify</b> how to structure an essay	<ul style="list-style-type: none"> <li>Quote find settler</li> <li>Vocab linked to character</li> <li>Discussion about exam question and mark scheme</li> <li>How to structure an essay</li> <li>Use work sheet to create quotes to use in essay</li> <li>Practice quote exploding</li> </ul>	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	<b>Creating</b> your first full essay	<ul style="list-style-type: none"> <li>Key vocab</li> <li>Essay structure plan</li> <li>Top points about Mr Birling</li> <li>Write essay</li> </ul>	Blue book piece Mr Birling	GCSE POD Doddle Out of hours booklet	Sp5
9	Reactions to the events so far	<b>Identify</b> how characters have reacted <b>Analyse</b> how these are shown	<ul style="list-style-type: none"> <li>Key Vocab</li> <li>Find the quotes – settler</li> <li>Prior learning – Eva negative things</li> <li>Find the missing words from the quotes – write out in books</li> <li>What do we learn from these quotes</li> <li>Aspects of Gerald’s character</li> <li>Reading 27 – 31</li> <li>Discussion of the role of women</li> <li>Attitudes towards Shelia’s character</li> <li>Shelia’s stages of development task</li> </ul>	Questioning Analytical quote write up.	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3

			<ul style="list-style-type: none"> <li>• Reading pages 22 -23</li> <li>• Discussion about revelations</li> <li>• Key quotes – who said what?</li> <li>• Quotes write up</li> </ul>			Sp5 Sp9
10	<b>Gerald's involvement with Daisy</b>	<b>Identify</b> how Gerald knew Daisy <b>Compare</b> his reaction with the other characters	<ul style="list-style-type: none"> <li>• Settler – quotation find</li> <li>• Key vocab</li> <li>• Video clip – abuse of trust – how is this relevant to the play?</li> <li>• Discussion – Sheila &amp; Gerald's relationship</li> <li>• Reading pages 34 – 35 – discussion 'Society'</li> <li>• Reading pages 35 – 40</li> <li>• Bullet point Gerald's involvement with Daisy</li> <li>• Good/bad actions table to be completed</li> <li>• Discussion 'the role of women'</li> <li>• Links to picture and language exam</li> </ul>	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	<b>Mrs Birling and Daisy</b>	<b>Identify her connection to her</b> <b>Analyse what this reveals about her attitudes</b>	<ul style="list-style-type: none"> <li>• Settler – quote find</li> <li>• Key vocab linked to Mrs Birling</li> <li>• Quotes cloze exercise – what do the quotes tell the audience about Mrs Birling?</li> <li>• Quote write up</li> <li>• Video clip – society – discussion around this</li> <li>• Reading pages 40 – 44 – discussion linked towards Mrs Birling's attitude towards the Inspector</li> <li>• Reading pages 45 – 49 – make predictions about what happens next</li> <li>• Bullet point Mrs Birling's involvement with Daisy</li> <li>• Create 2 thought bubbles about Mrs Birling's and Daisy's feelings</li> </ul>	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"> <li>• Key vocab</li> <li>• Students to work in pairs – series of find the exercises – take feedback from students and discuss quotes and meanings</li> <li>• Using pictures students to think of quotes related to the pictures</li> <li>• Choose a quotation to write up</li> </ul>	Questioning	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9
13	Eric's reaction	<b>Identify HOW he came to meet Daisy</b> <b>Analyse what this shows about his character</b>	<ul style="list-style-type: none"> <li>• Settler – quote find</li> <li>• Starter – Key vocab relating to Eric</li> <li>• Important points about Eric – fill in the quotes – discussion</li> <li>• Reading pages 50 – 51 – staging and structure discussion</li> <li>• Reading pages 52 – 55 – discussion</li> <li>• Bullet point how Eric met Daisy</li> <li>• Discussion of Eric's relationship with his father – Quote write up</li> <li>• Discussion regarding Eric's anger</li> <li>• Create a thought bubble for Eric to convey his feelings</li> </ul>	Questioning Quote write up	GCSE POD Doddle Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9
14	<b>The Inspector's final message</b> <b>Blue Book</b>	<b>Identify the final message</b> <b>Analyse the role of the Inspector</b>	<ul style="list-style-type: none"> <li>• Quote find settler</li> <li>• Key vocab</li> <li>• Bullet point role of the Inspector so far</li> <li>• Reading pages 55 – 56</li> <li>• Analysing language in the key speeches</li> </ul>	<b>Blue book: Closing speeches</b>	GCSE POD Doddle Out of hours booklet	So7 C1 C3

			<ul style="list-style-type: none"> <li>• Blue book – writing analytical paragraphs about closing speeches</li> <li>• Highlight methods used</li> </ul>			<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><b>identify</b> the contrasting reactions</p> <p><b>evaluate</b> the differences in these</p>	<ul style="list-style-type: none"> <li>• Quote find settler</li> <li>• Key vocab</li> <li>• Bullet point methods used in Inspectors closing speeches</li> <li>• Summarise what the speeches mean</li> <li>• Reading pages 56 – 61</li> <li>• Key discussion – role reversal</li> <li>• Reading pages 61 – 63</li> <li>• Analytical quote write up</li> </ul>	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	<b>The close of the play</b>	<p><b>Identify</b> the message at the end of the play</p> <p><b>Analyse</b> what message Priestley is presenting</p>	<ul style="list-style-type: none"> <li>• Quote find settler</li> <li>• Key vocab</li> <li>• Recap of prior knowledge</li> <li>• Reading pages 63-66</li> <li>• Discussion of quotes and contrasting reactions of younger + older generation</li> <li>• Reading pages 67-72</li> <li>• Key questions and discussions of engagements</li> <li>• Ending discussion about 'Goole'</li> </ul>	<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	<b>The structure and staging of the play</b>	<u>Identify</u> the importance of these aspects <u>-evaluate</u> how they add to effect	<ul style="list-style-type: none"> <li>• Key quotes/key vocabulary</li> <li>• Discussion of structure and staging</li> <li>• Bullet point order of interrogations</li> <li>• Discussion surrounding order of interrogations</li> <li>• Discussion of Gerald + his interrogations</li> <li>• Importance of title</li> <li>• Cliff hangers + entrances and exits</li> <li>• Discussion of names, setting and lighting</li> <li>•</li> </ul>	Questioning  Whole class discussion	GCSE POD  Doddle  Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9
18	<b>The role of gender and social class</b>	<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"> <li>• Quotes + key vocab</li> <li>• Listen to GCSE POD social class</li> <li>• Table – genders</li> <li>• Role of women – watch video clip – what does it show us about the role of women?</li> <li>• Discussion of gender and social class</li> <li>• Table S + D between Sheila and Eva</li> <li>• Discussion of how their lives are different</li> <li>• Bullet point Mr + Mrs Birling’s treatment of Eva</li> <li>• Bullet point Gerald + Eric’s treatment of Eva</li> <li>• Sum up in one line gender + social class</li> </ul>	<b>Questioning</b>  <b>Whole class discussion</b>	GCSE POD  Doddle  Out of hours booklet	So7 C1 C3 C5 M2 Sp3 Sp5 Sp9



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

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

						Sp9
24	AIC Revise Characters	To <u>understand</u> characters and motivation  Make links Ao2/Ao3	<ul style="list-style-type: none"> <li>• Key vocab</li> <li>• Character quiz</li> <li>• Create tables for each character – create one line paragraphs – 6 minutes per character</li> <li>• Questioning – links to context</li> <li>• Share ideas</li> <li>• Write up paragraph – students choose weakest knowledge of character</li> <li>• Develop ideas</li> </ul>	<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>