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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | What is social responsibility? | Peer assessment | Morality Suburban Capitalism Socialism EgotisticalPortentousIronic Juxtaposed SinfulVirtuousMisogyny Oppression |
| **2** | Why is setting important in a play? | Self assessment |
| **3** | What is the difference between socialism and capitalism? | Self assessment |
| **4** | What are the key evets of Act One? | Peer assessment |
| **5&6** | How is the character of Mr Birling presented?How does Priestley present Mr Birling as an egotistical character? | Extended Writing |
| **7** | What are the key events of Act 2? | Peer assessment |
| **8&9** | Who is Sheila Birling?How is Sheila presented as a forgivable character? | Extended Writing |
| **10** | What are the key events of Act 3? | Peer assessment |
| **11&12** | What is a ‘generational divide’?What are the differences between the older and younger generation? | Self assessmentDiscussion. |
| **13** | How does Priestley present the differences between the older and younger generations in ‘An Inspector Calls? | Extended Writing |
| **14** | How do we revise effectively? | Self assessment |
| **15&16** | What are the seven deadly sins?What are the seven virtues? | Self assessment |
| **17** | How does Priestley explore the theme of morality in ‘An Inspector Calls’? | Extended Writing |
| **18&19** | Who is Eric Birling? |  |
| **19&20** | How is sexism presented in ‘An Inspector Calls’?How does Priestley explore the theme of sexism in ‘the play? | Extended Writing |
| **21** | How do we plan effectively for an assessment? | Assessment planning |
| **22** | Assessment lesson | Assessment |
| **23** | How do we respond to feedback effectively? | Green pen improvements |
| **24** | What are the key differences between the play and the film? | Discussion |

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**Communications Faculty- Reading Curriculum Intent - Year 10 Unit: Summer 2**

**Modern Texts – An Inspector Calls**

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| **Topic** | **Criteria** | **R** | **A** | **G** |
| **Reading and responding to unseen texts** | Show a clear understanding of languag*e* and structure |  |  |  |
| Select and apply textual detail to  develop an effective response |  |  |  |
| Make accurate use of subject terminology |  |  |  |
| **Wider exploration of texts** | Demonstrate skills for evaluation |  |  |  |
| Convey an accurate understanding of writer’s methods |  |  |  |
| Respond to tasks set, linking to whole texts studied |  |  |  |
| Explore ideas, perspectives and contextual factors |  |  |  |