



# English Department: Medium Term Learning Plan

## An Inspector Calls – Year 10

### KS4 Rationale:

To instil core skills of reading and writing, spoken language and vocabulary development in a creative, relevant and inspiring way; complimenting previous knowledge and understanding of KS3 and mirroring attributes needed to succeed in KS4. This will provide opportunities for students to engage with a number of texts as well as learning the skills needed throughout their study of English Literature as well as English Language.

### Unit learning objectives:

- Examine a play in full, focusing on character, setting and stage directions.
- Identify and comment on writer's craft- techniques, structures (effect on audience) that will aid in depth of understanding of A/C.
- Composition- idea collection, planning, drafting and redrafting
- Identify and utilise key literary terms when analysing writing- simile, metaphor, structure, description, dialogue.
- Demonstrate understanding of context

### Unit learning objectives:

- Language and structural analysis
- Dramatic techniques
- Themes
- Literature analysis, linked to KS3
- *literal and inferential comprehension*
- *critical reading*
- *evaluation of a writer's choice of vocabulary, grammatical and structural features*

### Literature AOs:

**AO1:** Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations

**AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

**AO3:** Show understanding of the relationships between texts and the contexts in which they were written.

**AO4:** Spelling, grammar and presentation.

### Assessments / Marked pieces:

Students will be assessed throughout the term. They will produce two responses linked to GCSE Literature Paper 2 Section A *Modern Texts Q*. They will also complete regular, low stakes knowledge quizzes throughout the term linked to theme and character once studied. Each piece will be deep marked following the departmental Marking Policy and be reflected on by students in green pen.

**WEEK 2 - Context Quiz**

**Week 4 – Act 1 Quiz**

**WEEK 6- Act 2 Quiz**

**Week 8 - How and why does Sheila change in An Inspector Calls?**

**Week 9 – Recap Quiz**

**Week 11 – Act 3 Quiz**

**Week 13 – Themes Quiz**

**Week 15 – Unseen Q – choice of thematic and character**

### Prior learning

KS3 students will have experienced English studies and will have familiarity with reading and writing skills and some subject terminology, such as grammar terms.

Students should have been taught to recognise themes and have had opportunities to compare characters.

Students should be able to discuss their own viewpoints within a text and explore the significance of context within a text.

### Links to other KS4 modules

Preparation for viewpoint writing (Lang 2)

Linked to literature text and analysis of characters.

Extract- based work supporting Lang 1.

### Homework

Academy policy is that a minimum of one piece of homework is set a week which could take between 40 minutes – 1 hour.

Homework suggestions have been made on the scheme of work.

Teachers may set extra homework throughout the week

**Some homework involves taking copies of the play home. We expect students to take care and pride in their work.**

### Speaking and listening opportunities:

Students should be encouraged, as much as possible, to be presenting and speaking confidently in front of their peers. This will support students in several subjects as well as developing their speaking and listening ability for later in their school life.

### Essential Knowledge

- Conventions of a play
- Understanding of context and social concepts
- Essay writing and academic writing

**Key vocabulary:** Ignorant, prejudiced, privileged, authoritative, remorse, deceitful, patronising, dismissive, compassionate, hypocritical, naïve, impressionable, open-minded, patriarchal, morality

**Key Concepts:** Social responsibility, socialism, capitalism, social status, gender gap, generation gap, class divide.

### SPAG

SPAG will be taught throughout the scheme. 5 a day low stake quiz to be used as a starter in the lesson.

**Lit. AO4:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.