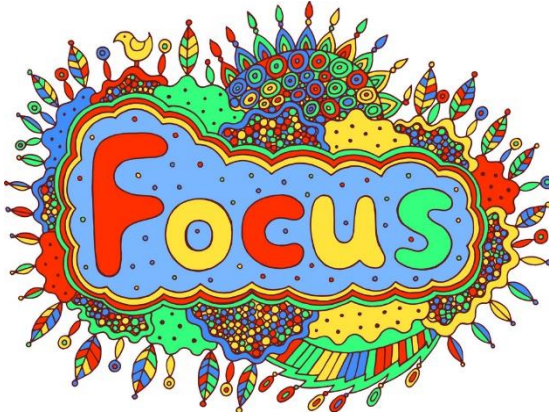


Curriculum Support : Year 10 term 2 - Big idea: To explore the individual vs society



This unit links with the previous regarding a variety of themes such as: Criticism of oppression/ Power and control/ Ignorance and cruelty/ Poverty and neglect. This knowledge will be built on as we begin to explore themes such as: Blame and responsibility/ Social injustice/ Gender roles/ Younger vs older generation/ individual vs society. Pupils will examine further how writers inspire change, teaching valuable lessons, and ensure that society avoids repeating the same mistakes. Pupils will have a solid foundation of knowledge from KS3 regarding the theme of war and must draw on their prior knowledge of varied perspectives. Both poems help establish the dogmatic views of those in a position of power, and the impact these views have on the individual/ lower classes. This leads nicely into social, historical and political exploration of An Inspector Calls and Priestley's political agenda. Pupils will be able to implement their knowledge of the detective genre from KS3 and develop their understanding of how authors use this genre to explore morality. Pupils will use the knowledge they have gained over both units covered to develop their own perspective on a topic that they feel strongly about. To build cultural capital and a wider awareness of the world we have included wider reading texts, presenting pupils with increased challenge whilst exploring the relevance of the literature texts they are studying.

Deep learning focus	Knowledge and Skills	Resources	Key Words
<p>How do writers explore social issues through poetry?</p>	<p>Revisit: poems studied to date. Structural and linguistic devices. Prior knowledge from KS3 war unit. Independent annotations. Explicit and implicit meaning.</p> <p>Exploration of the following themes: Blame and responsibility/ Duty and honour.</p> <p>Explore viewpoints and perspectives and how they are conveyed.</p> <p>Social and political agendas</p> <p>War and conflict</p> <p>Social hierarchy</p>	<p>Poetry</p> <ul style="list-style-type: none"> • The Charge of the Light Brigade • Exposure <p>Oak Academy resources:</p> <p>The Charge of the Light Brigade' by Alfred Lord Tennyson (thenational.academy)</p> <p>The Charge of the Light Brigade': Language, Form and Structure (thenational.academy)</p> <p>Exposure (Part 1) (thenational.academy)</p> <p>Exposure': Language, Form and Structure (thenational.academy)</p>	<p>Sibilance Valour Symbolism Pathetic fallacy</p>
<p>Checkpoint: How does Owen convey a sense of helplessness in Exposure?</p>	<p>Combined Literature and Language skills:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Finding information and identifying quotes • Analysing organisation, presentation and structure of texts • Analyse how language impacts the reader • Identify and analyse features of language 	<p>BBC Bitesize:</p> <p>Overview - Exposure by Wilfred Owen - AQA - GCSE English Literature</p> <p>Revision - AQA - BBC Bitesize</p> <p>https://www.bbc.co.uk/bitesize/topics/ztbsp39</p> <p>Wider reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> letters-from-the-first-world-war-1916-1918-3-trenches.pdf <input type="checkbox"/> The Life of Wilfred Owen Source: https://www.bl.uk/people/wilfred-owen 	

	<ul style="list-style-type: none"> • Comparison <p>Writing:</p> <ul style="list-style-type: none"> • Write for task, audience and purpose • Develop ideas 	<input type="checkbox"/> https://www.st-paulshigh.net/wp-content/uploads/mediapress/sitewide/5/8016/Year-10-and-11-An-Inspector-Calls-Wider-Reading-Booklet.pdf	
<p>What is impact of the opening stage directions and setting? What are your first impressions of the characters? How does Priestley use dramatic irony to develop our understanding of Mr Birling? How does Priestley create suspense and tension up to arrival of the Inspector? How does Priestley present the Inspector as an authoritative figure? What are the different reactions of the characters to the Inspector? How does Priestley build tension and suspense at the end of Act 1?</p>	<p>Revisit: Patriarchal, irony. KS3 detective genre. Symbolism. Foreshadowing. <i>Social injustice/ gender roles/ inequality</i> Social representations: Socialism and capitalism in context Context: 1912 society vs 1945 Stage directions & setting for effect Characterisation and social stereotypes Combined Literature and Language skills:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Finding information and identifying quotes • Analysing organisation, presentation and structure of texts • Analyse how language impacts the reader • Identify and analyse features of language • Comparison <p>Writing:</p> <ul style="list-style-type: none"> • Write for task, audience and purpose • Develop ideas • Organise writing • Paragraphing • Connectives/ Linking ideas 	<p>‘An Inspector Calls’: Act 1 Complete text of An Inspector Calls: An Inspector Calls (brookfield.hants.sch.uk) BBC Bitesize complete study of the text: An Inspector Calls - GCSE English Literature Revision - AQA - BBC Bitesize Oak Academy resources (complete study of the text): Unit - Oak National Academy (thenational.academy) Film adaptation: An Inspector Calls (2018) - YouTube Wider reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Life of J. B. Priestley https://www.bl.uk/people/j-b-priestley <input type="checkbox"/> J B Priestley’s political journey Source: https://www.bl.uk/20th-century-literature/articles/an-inspector-calls-and-j-b-priestleys-political-journey <input type="checkbox"/> Programme note by J B Priestley about An Inspector Calls Source: https://www.bl.uk/collection-items/programme-note-by-j-b-priestley-about-an-inspector-calls <input type="checkbox"/> the set and staging of An Inspector Calls (1992) Source: https://www.bl.uk/collection-items/meeting-notes-about-the-set-and-staging-of-an-inspector-calls-at-the-national-theatre-1992 <input type="checkbox"/> An introduction to An Inspector Calls – Part 1 Source: https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls 	<p>Community Responsibility Political Satire Socialist Capitalist Dramatic irony Paternal Maternal</p>
<p>Checkpoint: How does Priestley present Mr Birling in Act 1?</p>			
<p>What do you learn about Eva Smith/Daisy Renton</p>	<p>Revisit: Welfare state/ power and corruption</p>	<p>‘An Inspector Calls’: Act 2</p>	<p>Revelation</p>

<p>and what she may symbolise? What is the dramatic impact of devices like freeze framing, dramatic irony, inevitability? How does Priestley make the ending of this act so dramatic? How can we link the play and its historical, social and political context? How do the reactions from the characters differ in response to the inspector? Why?</p>	<p>Blame and responsibility/ discrimination and prejudice/ inequality Historical, social and political context Dramatic techniques Character development Combined Literature and Language skills: Reading:</p> <ul style="list-style-type: none"> Finding information and identifying quotes Analysing organisation, presentation and structure of texts Analyse how language impacts the reader Identify and analyse features of language Comparison <p>Writing:</p> <ul style="list-style-type: none"> Write for task, audience and purpose Develop ideas Organise writing Paragraphing Connectives/ Linking ideas 	<p>Wider reading: <input type="checkbox"/> An introduction to An Inspector Calls – Part 2 Source: https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls</p>	<p>Time, place and action Freeze-frame Subjugation Hypocrisy Epiphany Vanity</p>
<p>How does Priestley explore the theme of responsibility? How does Priestley convey his thoughts through the Inspector? How does Priestley build tension throughout the act? How far the Inspector's visit has affected each character? To what extent can the Inspector be seen as 'an embodiment of collective conscience'?</p>	<p>Revisit Omniscient/ structure Blame and responsibility/ Younger vs older generation/ individual vs society Historical, social and political context Dramatic techniques Combined Literature and Language skills: Reading:</p> <ul style="list-style-type: none"> Finding information and identifying quotes Analysing organisation, presentation and structure of texts Analyse how language impacts the reader Identify and analyse features of language 	<p style="text-align: center;">'An Inspector Calls': Act 3</p> <p>Wider reading: <input type="checkbox"/> Extracts from An introduction to An Inspector Calls – Part 3 Source: https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls</p> <p>BBC Bitesize: Spoken language - GCSE English Language Revision - AQA - BBC Bitesize Writing - GCSE English Language Revision - AQA - BBC Bitesize</p>	<p>Suffragette Illegitimate Misogyny Rhetoric Conscience Unrepentant Mouthpiece</p>

<p>Check point: How does the Inspector's speech ('fire, blood and anguish') link to social, historical and political views of the author?</p>	<ul style="list-style-type: none"> • Comparison <p>Writing:</p> <ul style="list-style-type: none"> • Write for task, audience and purpose • Develop ideas • Organise writing • Paragraphing • Connectives/ Linking ideas 		<p>Facilitator Microcosm Complacency Premonition</p>
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