YEAR 10 - An Inspector Calls

In this unit you will study the 20th century Priestley text An Inspector Calls. You have previously studied texts, such as Romeo and Juliet and A Christmas Carol, which will give you the foundational knowledge you need. Additionally, skills such as analysing inside and outside the text will be developed as part of this unit of work.

The skills and knowledge you learn in this topic will be fundamental for your GCSE Literature study, as it will give you core knowledge for the GCSE modern text, as well as developing high level skills which you can apply during your GCSE years.

Key Vocabulary (T2)	Key Vocabulary (T3)	Core knowledge	Disciplinary Skills
socialism Capitalism morality Conventions Proxy / mouthpiece Tension Conflict Resolution	Oxymoron Construct Inference Character tracking Analysis Theme tracking Oracy Explain Impact (audience) Method analysis Effect Exploratory talk Narrative perspective Figurative language Critical reading Alternative interpretations Allegory Dramatic irony Foreshadowing	Edwardian England Morality play convention The role of responsibility in the play. Attitudes to marriage. Suffragettes Social class World War history Character arc analysis Tragic structure analysis	KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. KLI 1b: Selects, embeds and interprets quotations effectively. KLI 1c: Maintains a developed analytical paragraph with a clear argument. KLI 2a: Analyses language, form and structure. KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. KLI 3a: Explains relevant Elizabethan context. KLI 3b: Evaluates Priestley's wider intentions and messages.

Checkpoint: **Vocab/ Knowledge/ Disciplinary skill(s)**	**What does this assessment look like?**	**Which disciplinary skills do I need to be successful?**
Transition (baseline) skills:	You will be asked to read a very short extract. You then have to respond to the questions. Some will have multiple choice answers, while others will require complete sentences. This will allow your teacher to identify areas you may need further support with during the unit.	• Inference • Language • Structure • Context • Topic sentences • Evidence • Paragraphs • Concepts/big ideas • Appositives • Conjunctions
Checkpoint 1: Vocabulary check	You will be given a list of words. Each of these words we have studied in the topic so far. You must summarise what each word means. This must be completed on a separate sheet of paper. You can not use your book or ask for help.	• Understanding key vocabulary • Spelling • Summary
Checkpoint 2: Produce detailed character sketches for all the characters and present your analysis of them.	As a group, you will be expected to review, collate, research, and analyse the role and function of all the literary constructed characters in the play. Things to consider: • Understanding their role and function: • Thinking About Audience and Purpose • Draft, Revise, and support analysis with key quotes • Speaking Clearly and Confidently • Rehearsing and Refining for an Audience • Drama vocabulary (such as subtext, tension, status or emphasis, lighting, stage directions);	• Demonstrate Priestley's meaning • Understand dramatic expression • Vocal and physical performance • Historical and cultural understanding • Confident and clear delivery • Evaluate performance choices made by the writer to delineate his characters

	• Link to audience understanding.	
Checkpoint 3: How does Priestley present Mr Birling as a representation of capitalism?	You will not be given an extract from the text, alongside the set question. Things to consider: • What is he saying in this speech? • How does his language reflect his political views? • Why does this show him as flawed? • How does this lead to Birling's capitalist views being seen as morally flawed? • Consider big ideas/writer's inventions.	• KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. • KLI 1b: Selects, embeds and interprets quotations effectively. • KLI 1c: Maintains a developed analytical paragraph with a clear argument. • KLI 2a: Analyses language, form and structure. • KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. • KLI 3a: Explains relevant Modern context. • KLI 3b: Evaluates Priestley's wider intentions and messages.
Checkpoint 4: How does Priestley use the changes in Eric and Sheila to reinforce the need for social change?	You will not be given an extract from the text, as you will need to focus on the set question. Things to consider: • write an introduction that explains your overarching argument • use topic sentences for each paragraph that explain the main focus of the paragraph • use discourse markers, embedded quotations and an analysis of methods within your analytical paragraphs • Explode the quotes (in the diamond analysis style) • write a concluding sentence for each paragraph that summarises the main focus with a focus on Priestley's intentions • write a conclusion that offers insight into the potential impact of the text	• KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. • KLI 1b: Selects, embeds and interprets quotations effectively. • KLI 1c: Maintains a developed analytical paragraph with a clear argument. • KLI 2a: Analyses language, form and structure. • KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later global tragedy. • KLI 3a: Explains relevant Modern context. • KLI 3b: Evaluates Priestley's wider intentions and messages.

Milestone assessment:

How does Priestley present the theme of responsibility in the play and its importance?

Vocabulary:	Knowledge tasks:	Disciplinary skills:
Socialism Capitalism Social class Moral construct Staging Lighting Dramatic irony	Understanding of key themes, its link to inside the set text and wider analysis outside the text.	KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. KLI 1b: Selects, embeds and interprets quotations effectively. KLI 1c: Maintains a developed analytical paragraph with a clear argument. KLI 2a: Analyses language, form and structure. KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later global tragedy. KLI 3a: Explains relevant modern context. KLI 3b: Evaluates Priestley's wider intentions and messages.

How can I achieve in this topic?

- Complete tasks as homework including:key quotes; character sketches; mindmaps
- Use revision support material to prepare you for assessments
- Use excellence models, scaffolds and success criteria