

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## English Scheme of Learning

### Year 10 – Term 3 and 4 Modern Play Lit Paper 2 (with Lang paper 2 skills)

#### Intent – Rationale

Students will be encouraged to critically explore the ideas within An Inspector Calls will be encouraged to comment upon those ideas. Students will develop their ability to respond critically to ideas and perspectives from within a Modern Play text. They will also develop their decoding skills and their ability to comment on a play whilst utilising an increasingly sophisticated range of terminology in their analysis. This term will also see students apply their non-fiction skills to a range of texts from modern journalism, pre 20<sup>th</sup> Century texts and texts from previous exam papers.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p><b>Year 9 – Term 1</b> Educating Rita, analytical PEE skills and analysing a modern playtext.  <b>Year 9 – Term 5&amp;6</b> Romeo and Juliet, analysing a play.</p>	<p><b>Year 11 - Term 2</b> Mocks  <b>Year 11 – 19<sup>th</sup> Century</b> Novel  <b>Year 11 – Revision</b> of Shakespeare as another play text  <b>KS5 – Units</b> in English A level Literature – particularly involving the modern play texts such as <i>A Streetcar Named Desire</i> and also the Shakespeare text <i>Othello</i>.</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>• <b>History</b> – considering the time period of The Great Depression, considering the impact of WW1 and WW2; treatment of women; worker’s rights; suffragette movement</li> <li>• <b>EP</b> – Sense of debate and ethical exploration of treatment of workers in factories</li> <li>• <b>Politics</b> – discussion of social systems (capitalism/socialism) and class</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SMSC</b> –M1 – considering what is morally right and wrong</li> <li>• <b>SMSC</b> – C1 – considering cultural heritage</li> <li>• <b>BV</b> – 2 reflect on the rule of law</li> <li>• <b>Careers</b> – comparing the experiences in workplaces in up to 1912 and comparing them to current working rules and experiences</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>• Extended reading</li> <li>• Exploring ways to analyse</li> <li>• FROM THE LIBRARY-students should regularly access non-fiction texts to develop reading that links to the curriculum texts.  <i>At Home in World War 2, Women’s War</i>; Stewart Ross -His 941  <i>Woman at War</i>; Adrian Gilbert -His. 942  <i>The Great Depression</i>; David Taylor- Soc,Sci. 338  <i>Fallen Grace</i>; Mary Hooper- Fic. H</li> </ul>	<ul style="list-style-type: none"> <li>• Considering the impact of inflation on the financial sums referred to in the texts</li> <li>• Chronological understanding of Historical dates</li> </ul>

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### Intent – Concepts

#### What knowledge will students gain and what skills will they develop as a consequence of this topic?

##### Know

###### Term 1

Know the plot of 'An Inspector Calls'  
Know who the characters are and their dramatic function  
Students will know requirements of the English Literature Paper 2 examination paper  
Students will become aware of key terms and phrases in the questions  
Students will learn features of a critical style and formal essay writing  
Students will know how to use multiple textual references, including quotations, to support and illustrate interpretations  
Students will be aware of the importance of dramatic irony and the importance of stagecraft in the text

###### Term 2

Know who the characters and what the key themes are in the play  
Students will develop the skill of using features of a critical style and attempting timed formal essays  
Students will know how to use textual references, including quotations, to support and illustrate interpretations  
Students will know how to effectively revise quotations  
Students will know how to effectively plan a response  
The requirements of Language paper 2 and the Assessment objectives for each question

##### Apply

The skills of decoding a Modern Play text  
The skills of constructing an effective essay  
The skills of being able to analyse key quotations  
The skills of being able to make links across the play  
The skills of being able to utilise relevant context within an essay

##### Extend

How to include sophisticated terminology in analysis  
Exploring symbolism within texts  
Exploring the importance of key themes

**What subject specific language will be used and developed in this topic?**

**What opportunities are available for assessing the progress of students?**

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<p>Dramatic devices: stagecraft, act, scene, monologue, soliloquy, stage directions, dramatic irony</p> <p>Context</p> <p>Themes – socialism, responsibility</p> <p>Symbolism</p> <p>Edwardian England</p> <p>Stagecraft – proxemics - props</p> <p>Socialism</p> <p>Capitalism</p> <p>Whodunnit genre/morality play</p> <p>Summarise</p> <p>Point of view</p> <p>Compare</p> <p>Mouthpiece</p> <p>Cyclical structure</p> <p>Juxtaposition</p>	<p>Assessment: Literature Paper 2 Section A essay (character/theme)</p> <p><b>Tracking Point: w/b 10<sup>th</sup> January</b></p> <p><b>Recall Curriculum:</b></p> <p>1 – TED talk activities - speaking and listening preparation (up to four weeks)</p>
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## Intent – Concepts

	Lesson title	Non negotiable content	Suggested activities and resources
Week 1	Context		AIC Context and interpretations. 1912 – 1945 and after Socialism. Priestley Biographical details.
	Context		WW1/ WW2 – English Journey The Great Depression
	Stage directions		Explore the importance of the opening Stage Directions and consider stagecraft in the play as a whole. Discuss positioning and props.
Week 2	Act 1		The engagement. The relationship between Eric and Sheila The importance of Crofts Ltd joining with Birling and Company Arthur Birling and his speeches – ‘increasing prosperity’, ‘the Germans don’t want war’, ‘Titanic’, ‘knighthood and a man has to mind his own business’ Class divide and outdated political system.
	Act 1		Symbolism of Edna The arrival of the Inspector and what happened to Eva Smith – disinfectant

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			<p>Mr Birling shown the photograph – p.170 - whodunnit</p> <p>Mr Birling’s response to his involvement in the sacking/suicide – ‘she had a lot to say’</p> <p>Eric’s response to Eva being sacked – ‘tough luck’</p> <p>Sheila’s response ‘these girls aren’t cheap labour – they’re people’ – consider the divide between the older and younger generations.</p>
	Act 1		<p>Millwards – ‘fresh start’</p> <p>Photograph shown to Sheila p.178 – compare her response to her father</p> <p>Consider the often-clipped nature of the responses by Inspector Goole</p> <p>Gerald is the next to be the focus p.182 – relationship between Gerald and Sheila</p> <p>Consider the closing of the first act - stagecraft</p>
Week 3	Act 2		<p>The divide between Sheila and Mrs Birling: ‘you mustn’t try to build up a kind of wall between us and that girl. If you do, then the inspector will just break it down.’ p.186</p> <p>Link to context – English Journey</p> <p>Eric’s drinking too much – consider the implications.</p> <p>Gerald’s involvement revealed along with information about Daisy Renton – consider nominative determinism p.190</p> <p>‘I didn’t install her there so that I could make love to her.’</p>
	Act 2		<p>‘You were the wonderful fairy prince. You must have adored it, Gerald.’ – contrast between Daisy and Sheila</p> <p>The Inspector reveals information from the diary ‘And she said there that she had to go away and be quiet and remember ‘ just to make it last longer’. P.193 – consider why Priestley does that</p>
	Act 2		<p>Mr and Mrs Birling – privilege vs responsibility</p> <p>Mrs Birling blames the girl and refuses to take responsibility p.197/198</p> <p>‘If he refused to marry her – and in my opinion he ought to be compelled to – then he must at least support her.’ – exploration of the issues caused by the class divide</p> <p>Sheila realises Eric is the one who got the dead girl pregnant – importance of the climax in the scene</p> <p>End of Act 2 – discussion of why Priestley includes the return of Eric here</p>
Week 4	Act 3		<p>The change in the dynamic of the relationship between Eric and Sheila – closer, old vs younger generation and the hope for change in the future.</p> <p>p.203 ‘I was in that state when a chap easily turns nasty’ – consideration of what Eric did and responsibility</p>

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			Explore the distance between Eric and his parents – damage caused by being brought up in a family driven by capitalistic ideals
	Act 3		<p>'Then – you killed her. She came to you to protect me – and you turned her away – yes, and you killed her – and the child she'd have had too – my child – your own grandchild – you killed them both – damn you, damn you' consider p.206 – the damage caused explore links to earlier in the play</p> <p>'There are millions and millions and millions of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering and chance of happiness, all intertwined with our lives,' p.207 – importance of the wider message Priestley is creating</p>
	Act 3		<p>Consider the final words of The Inspector and their significance: 'then they will be taught it in fire and blood and anguish. Good night.' P.207 Eric and Sheila have learnt but Gerald, Mr and Mrs Birling have learnt nothing</p> <p>Discuss reactions to the ending and what Priestley was trying to do.</p>
Week 5	Character, themes and quote revision		Explore presentations of the key characters and how they develop across the play. Link to context, stagecraft and terminology.
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	Character, themes and quote revision		Explore ways to learn key quotations and test knowledge of key quotations. Help guide the students in useful methods and also about being selective.
Week 6	Character, themes and quote revision		Explore key themes such as: responsibility, social class, power, morality
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Week 1	Assessment preparation		Consider the timing and details of the examination. Explore ways to plan. Consider thesis statements – whilst ensuring they are not too long.
	Assessment preparation		Revise examination technique – consider using peer assessment and group tasks here.
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	Assessment preparation		Revise examination technique – consider using peer assessment and group tasks here.
	Assessment		A timed essay (950 minutes), with no access to notes or the pay, under examination conditions. A choice of character or theme question will be provided and students can pick which one to answer.
Week 3	Language Paper 2 Prep with Elephants		T:\Departments\Curriculum\English\English Department Data\SOW and Resources\KS4\Language\Paper 2 - Non-Fiction\Nov 19 elephants Ensure students are aware of the timings and requirements for English Language Paper 2 – work through a Section A. Consider command words: summary, language, compare, attitudes and ensure students understand what each question is focusing on. Use the mark scheme to help students to engage with it.
	Language Paper 2 Prep with Elephants		Ensure students are aware of the timings and requirements for English Language Paper 2 – work through a Section A Ensure you consider the skills required for Section A and Section B. Consider command words: summary, language, compare, attitudes and ensure students understand what each question is focusing on. Use the mark scheme to help students to engage with it.
	Language Paper 2 Prep with Elephants		Consider the requirements of Section B and discuss the Section B response. Consider the importance of planning and features of an effective Section B response. Consider planning styles and exam technique.
Week 4	Language Paper 2		Try out tasks to develop Q1, Q2, Q3, Q4 and Q5 skills.
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Week 5	Language Paper 2		Try out tasks to develop Q1, Q2, Q3, Q4 and Q5 skills.
	DIRT TIME AIC question		Filling in profile booklets. Students need to use DIRT time to make extensive improvements to their responses.
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Week 6	Language Paper 2 Revision for Formal assessment week will be Ben Fogle PAPER		Try out tasks to develop Q1, Q2, Q3, Q4 and Q5 skills.

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	Language Paper 2 Revision for Formal assessment week will be Ben Fogle PAPER		Try out tasks to develop Q1, Q2, Q3, Q4 and Q5 skills.
	Language Paper 2 Revision for Formal assessment week will be Ben Fogle PAPER + Lit Q		Try out tasks to develop Q1, Q2, Q3, Q4 and Q5 skills.