



Lessons Sequence	
<p>TOPIC (S)</p> <p>An Inspector Calls</p>	<ol style="list-style-type: none"> 1. What can we learn about J B Priestley? 2. Exploring the historical context of An Inspector Calls 3. How are stage directions used to introduce the Birling family? 4. How does Priestly use dramatic irony in the opening of the play? 5. Exploring Mr Birling’s speech. 6. What are our first impressions of the Inspector? 7. Who has the most power in Act 1: Mr Birling or the Inspector? 8. How is Mr Birling presented in the opening of the play? Preparation lesson. 9. How is Mr Birling presented in the opening of the play? Assessment lesson. 10. DIRT Lesson – Improving exam response based on feedback 11. How are the characters of Eva Smith and Mr Birling presented differently and why? 12. How does Priestley present the character of Sheila? 13. Can I explore the relationship between Sheila and Mrs Birling? 14. Exploring the role of women in 1912 – how does this link to the play? 15. Evaluating the character of Sheila 16. Assessment lesson – writing a letter to Inspector Goole 17. DIRT Lesson – improving transactional writing 18. How does Priestley present the character of Gerald? 19. Spoken Language lesson – debate Sheila V Gerald 20. Exploring Mrs Birling’s role in Eva Smith’s death 21. How does Priestley present the character of Eric? 22. Comparing the characters of Eric and Gerald. 23. Exploring gender roles in the play. 24. Assessment lesson – How does Priestley present the theme of gender roles in the play? 25. DIRT lesson – Improving exam response. 26. Exploring Priestley’s message through the Inspector’s final speech 27. What are the main themes throughout An Inspector Calls? 28. How is the theme of social class presented in the play? 29. Assessment lesson – Examination response 30. DIRT Lesson – Improving exam response 31. Knowledge test
<p>Knowledge & Skills development</p>	<ul style="list-style-type: none"> • Contextual understanding of Edwardian society • Contextual understanding: J B Preistley and life in post war Britain • Explore use of figurative language used to create character, setting and plot. • Identify writer’s use of theme • Explore characterisation throughout the play • Explore how texts are structured to interest readers • Retrieve information from a text • Identify methods used by a writer • Analyse how a writer uses language and structural devices to construct a text • Evaluate the effect of language and structural devices within a text • Make links across the text to support ideas • Use quotations from across the text to support ideas • Link contextual factors to understanding writer’s intent • Key terminology related to language, structure and devices • The effect of language, structure and dramatic devices • How to annotate extracts to enable them to analyse language choices and effect • To develop the depth and detail of their analysis of the extract (write a lot about a little) • How many aspects to focus on in the extract analysis • How to plan and approach an essay on wider aspects of the play linked to the extract • How to write an extended analysis and exploration of theme and character • The essential components of a successful examination response

Assessment / Feedback Opportunities	Lesson 9 – How is Mr Birling presented?	Lesson 16 - Letter writing	Lesson 19 – Spoken Language	Lesson 24 – How is theme of gender presented throughout the play?	Lesson 28 – How is the theme of social class presented throughout the play?	Lesson 29 Exam response
Cultural Capital SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	As part of the department’s ongoing vision for students to develop a love of literature, this unit continues to develop this. Through the study of this 20th Century play, students will be given opportunities to examine and discuss topics relevant to the world around us today such as social responsibility. Students will be given opportunities to formulate their views and justify with evidence.					
Reading opportunities	The Life of J. B. Priestley An Inspector Calls and J B Priestley’s political journey Programme note by J B Priestley about An Inspector Calls An Overview and Key Productions Extracts from meeting notes about the set and staging of An Inspector Calls (1992) An introduction to An Inspector Calls (Parts 1, 2 and 3)					
Key Vocabulary	Socialism	Capitalism	Social responsibility	Provincial	Portentous	Assertive
	Bourgeoisie	Materialistic	Intimate	Hypocrisy	Patriarchy	Gross impertinence
	Mouthpiece	Dysfunctional	Omniscient	Ominous	Misogynistic	Individualist
	Industrialist	Unionisation	Hierarchy	Collectivist	Antagonist	Prejudice
	Discrimination	Petulant	Portent	Narcissist	Virtuous	Oppressed
	Infantile	Submissive	Culpable	Abhor	Brazen	Contrite
	Intransigent	Obstinate	Divisive	Altruistic	Avaricious	Systematic
Digital Literacy	PowerPoint resources Utilising Oak National Academy online tutorials Film adaptations of play Revision videos linked to themes and methods					
Cross-Curricular Links	History: exploring Edwardian society Drama – reading of play					
Careers	Advertising, marketing, writing, journalism, law, consultancy, business, teaching, performing arts, academia, linguistics, foreign languages and media					