

Curriculum Sequencing Overview – Writers’ Perspectives on Power and Conflict in Society: ‘An Inspector Calls’, ‘My Last Duchess’, ‘Ozymandias’ and ‘London’.

Writers’ Perspectives on Power and Conflict in Society							
Week	1	2	3	4	5	6	7
Date wb	5th Sept	12th Sept	19th Sept	26th Sept	3rd Oct	10th Oct	31st Oct
Home Learning	1. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 2. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term: Stretch tasks: <ul style="list-style-type: none"> Watch Get Ahead session on An Inspector Calls context: https://youtu.be/ahc1k0Wk6Tc, make at least 1 page of Cornell notes and write a short story inspired by what you have learnt Watch Get Ahead session on non-fiction writing: https://youtu.be/EJ22QFFHhkk, make at least 1 page of Cornell notes and write a persuasive article on a topic of your choice Essay on class divisions using GCSE revision pod: https://podtail.com/en/podcast/gcse-english-revisionpod/an-inspector-calls-episode-2-class-divisions/ 						See next page
KO Terms	5-8	1-4; 9	1-10	1-10	11-16	11-16	1-4; 13-20; 22
Key dates					Y11 Ass. wk		
Big ideas (key concepts)	How do we summarise explicit and implicit information? How do we use the elements of Aristotelian rhetoric to create a persuasive argument? Key concepts: social responsibility; generational conflict; gender conflict 20% AIC: symbolism (staging), socialism/socialist, capitalism, archetype/archetypal, dramatic irony; person vs society/societal conflict; social responsibility;						
Lesson topics sequence	1. What are the 6 types of literary conflict and how can we apply them to texts we know? 2. What are the conventions of an article? 3. How do we identify key information in a non-fiction text? <i>Generational conflict</i> 4. How can we use language and structure to appeal to the elements of Aristotelian rhetoric? <i>Based on marking from baseline.</i>	1. What contextual factors influenced Priestley? 2. What happens in <i>An Inspector Calls</i> ? Speed read in class.	1. Finish reading <i>An Inspector Calls</i> . 2. How is staging employed by Priestley in <i>An Inspector Calls</i> ? 3. How do we summarise explicit information in a non-fiction text? <i>Social responsibility</i> 4. How do we identify and summarise implicit information from explicit information in a non-fiction text? <i>Social responsibility</i>				1. How do we plan and structure a persuasive argument using the rules of rhetoric: ethos/pathos/logos? 2. How does Priestley use Birling to critique the archetypal Capitalist businessman? 3. How do we summarise explicit and implicit information in a text? <i>Gender conflict</i> 4. How do we plan and structure a persuasive argument using the rules of rhetoric: ethos/pathos/logos?
Key assessments and marking guidance	WCF: Teacher marked baseline: Article		Live mark/sample mark				Assessment week 8 (7th Nov): KA on AIC plot and characters; Section B – article

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Week	9	10	11	12	13	14
Date wb	14th Nov	21st Nov	28th Nov	5th Dec	12th Dec	2 nd Jan
Home Learning	1. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully!					See next page
	2. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term:					
KO Terms	23-30					
	Revision of weaknesses					
Key dates	Y11 Mocks					
	Y11 Mocks					
Big ideas (key concepts)	How do we summarise and compare explicit and implicit information?					
	How do we critically comment on a writer’s use of language to create meaning? <i>Planning/structuring cohesive arguments – thesis/body/conclusion</i>					
Lesson topics sequence	How can we use knowledge of context to enhance our understanding of text?					
	Key concepts: socio-historical context (Edwardian/1945 Britain); class conflict; gender conflict					
Key assessments and marking guidance	20%: objectification, oppression, patriarchy, symbolism, archetype, foreshadowing, responsibility, Marxism					
Lesson topics sequence	1. How does Priestley use Sheila’s transformation to offer the audience hope?		1. How has the writer used language to persuade the reader?		1. How has the writer used language to persuade the reader? <i>AIC as a critique of gender inequality</i>	
	2. How does Priestley juxtapose Sheila and Eva? How are both women objectified, oppressed and commoditised?		2. How does Priestley use foreshadowing to warn the audience of Eric’s drink problem?		2. How does Priestley use the female characters to critique gender conflict?	
Lesson topics sequence	3. How can a feminist critical lens be applied to <i>AIC</i> ?		3. How does Priestley use Eric as an archetype with which to critique the selfish upper class?		3. How does Priestley use the Inspector as a conduit for his own socialist, left-wing views?	
	4. How do we summarise the similarities and differences in explicit information across two texts? <i>Edwardian Britain vs 1945 Britain</i>		4. How does Priestley use Eric’s transformation to offer the audience hope?		4. How does Priestley employ religious imagery in the Inspector’s final speech?	
Lesson topics sequence			5. How are Eric and Shelia used by Priestley to explore the link between responsibility and generational conflict?		5. In <i>AIC</i> , how is the final fall of the curtain symbolic of the guillotine and larger revolutionary ideas?	
					6. How can a Marxist reading be applied to the end of <i>AIC</i> ?	
Key assessments and marking guidance	WCF: Teacher marked baseline: Sheila Essay		Live mark/sample mark		Live mark/sample mark	

Writers' Perspectives on Power and Conflict in Society							
Week	15	16	17	18	19	20	21
Date wb	9th Jan	16th Jan	23rd Jan	30th Jan	6th Feb	20th Feb	27th Feb
Home Learning	1. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 2. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term: Stretch Task: <ul style="list-style-type: none"> 1 A4 page Cornell notes on AIC from Get Ahead recording: https://youtu.be/GhKNCsdlMIw Essay on AIC using GCSE revision pod: https://podtail.com/en/podcast/gcse-english-revisionpod/an-inspector-calls-episode-4-eva-smith/ 1 A4 page Cornell notes on AIC from Get Ahead recording: https://youtu.be/IR7nTmwQRlg 					1. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 2. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term: Stretch tasks: <ul style="list-style-type: none"> Write a speech arguing for the character you feel is most to blame for Eva/Daisy's death Create a front cover and blurb for 'An Inspector Calls' and write a 300-500 word explanation of your choices Write an essay on Gerald using the GCSE Revision Pod resources: https://podtail.com/en/podcast/gcse-english-revisionpod/an-inspector-calls-episode-7-gerald/ 	
Key dates	Y8/9 Mid terms	Y8/9 Mid terms		Poetry Live Trip		Y11 Mocks	Y11 Mocks
Big ideas (key concepts)	How do we summarise and compare explicit and implicit information? How do we critically comment on a writer's use of language to create meaning? How do we use the elements of Aristotelian rhetoric to create a persuasive argument? Key concepts: socialism vs capitalism 20%: symbolism, oppression, capitalism, socialism, working class, responsibility						
Lesson topics sequence	1. How do we summarise and compare explicit and implicit information? <i>Education and class articles</i> 2. How does Priestley use Eva Smith as a symbol for the working classes, women and the oppressed? 3. In <i>AIC</i> , how is Eva Smith's lack of dialogue symbolic?		1. How does Priestley use Edna as a symbol for the working classes, women and the oppressed? 2. How has the writer used language to persuade the reader? <i>Close analysis and discussion of the Inspector's speech</i> 3. How does Priestley use the Birling family to explore social responsibility?		1. How do we write a summary comparison of explicit and implicit information? <i>Socialism vs Capitalism</i> 2. How does Priestley use <i>An Inspector Calls</i> to critique Capitalism?		
Key assessments and marking guidance	WCF: Teacher marked Q2: KA on AIC: plot and key quotations		Live mark/sample mark		Week 22 (6th March) – preparation for assessment week. Assessment week 23 (13th March): Q2; Q3; An Inspector Calls		

Writers' Perspectives on Power and Conflict in Society					
Week	24	25	26	27	28
Date wb	20th March	27th March	17th April	24th April	1st May
Home Learning	See previous page		1. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 2. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term: Stretch Tasks: <ul style="list-style-type: none"> Write an essay on Mr and Mrs Birling using GCSE Revision Pod: https://podtail.com/en/podcast/gcse-english-revisionpod/an-inspector-calls-episode-8-mr-and-mrs-birling-an/ Write an essay on Eric using GCSE Revision Pod: https://podtail.com/en/podcast/gcse-english-revisionpod/an-inspector-calls-episode-9-eric/ 1 A4 page Cornell notes on comparing perspectives from Get Ahead recording: https://youtu.be/9txAKSXd6Zs and write 200 words comparing Mr Birling and Sheila's perspectives on the Inspector and/or Eva/Daisy's death 		
Key dates					
Big ideas (key concepts)	What is 'perspective' and why does it matter? How do writers convey their perspectives? How do we critically comment on the language, form, structure and meaning of a poem? Key concepts: colonialism; Romanticism 20%:				
Lesson topics sequence	1. What is 'perspective' and how do we identify it in a piece of writing? 2. How do writers use language, form and structure to convey perspective? <i>AIC</i> 3. How do we summarise explicit and implicit information in a non-fiction text? <i>Romanticism</i>		1. What are the conventions of a letter? 2. How can we use the Aristotelian triad to convey our perspective? Task: Write a letter to Mr Birling persuading him to reinstate Eva OR letter to Mrs Birling persuading her to offer support to Eva 1. How does the poet present conflict in 'My Last Duchess'? <i>Booklet</i>		2. How has the writer conveyed their perspective on power and conflict? <i>Gender</i> 3. How does the poet present conflict in 'My Last Duchess'? <i>Essay</i> 4. Q4: Ms Gray said: "An Inspector Calls and My Last Duchess pair well together because they are both, essentially, about the oppression and murder of women by powerful men."
Key assessments	Live mark/sample mark KA on AIC: plot and key quotations		WCF: Teacher marked Q5		WCF: Teacher marked Q4 as baseline

Writers' Perspectives on Power and Conflict				
Week	29	30	31	32
Date wb	8th May	15th May	22 nd May	5th June
Home Learning	See previous page			1. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 2. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term: 1 A4 page Cornell notes on Language Paper 2 from Get Ahead recording: https://youtu.be/GzVbSj7yjY 1 A4 page Cornell notes on Language Paper 2, Q5 from Get Ahead recording: https://youtu.be/Fx8KcqpM-Sg
Key dates				
Big ideas (key concepts)	How do we compare writers' perspectives and the methods they use to convey these? How do we use the elements of Aristotelian rhetoric to create a persuasive argument? How do we critically comment on the language, form, structure and meaning of a poem? Key concepts: monarchy 20%:			
Lesson topics sequence	1. How do we compare methods writers use to convey their perspectives across two texts? <i>Monarchy</i> 2. What are the conventions of a speech? 3. How can we use the Aristotelian triad to convey our perspective? <i>Speech on: "The Monarchy is outdated and expensive; it adds no value to our country and should be abolished."</i>		4. What is Blake's perspective on power and conflict in 'London'? <i>Booklet</i> 5. What is Blake's perspective on power and conflict in 'London'? <i>Essay</i> 6. What does Language Paper 2 look like and how are we assessed?	
Key assessments	WCF: Teacher marked: Q4 Live/sample marked Q5		Week 32: KA on poems studied so far: LDN/COMH/OZY	

Writers' Perspectives on Power and Conflict			
Week	33	34	35
Date wb	12 th June	19 th June	26 th June
Home Learning	See previous page	Y10 Mocks Self-guided mock revision – you will need to tell your teacher what you have done for your revision each week	
Key dates		Y10 mock marking	
Big ideas (key concepts)	Exam strategies for success: Language Paper 2		
Lesson topics sequence	7. Ways to approach Language Paper 2 8. Walking Talking Mock		
Key assessments	Mock exams: Language Paper 2		

Writers' Perspectives on Power and Conflict			
Week	36	37	38
Date wb	3rd July	10th July	17th July
Home Learning	KO quizzing: carousel (London and My Last Duchess) Rehearse spoken language endorsement	KO quizzing: carousel (Ozymandias, London, AIC, My Last Duchess) Rehearse spoken language endorsement	Summer Home Learning: Take your poetry booklet home and make initial annotations on all of the remaining poems – focus on YOUR personal response.
Key dates	Y7-9 EoY Exams	Y7-9 EoY exams	
Big ideas (key concepts)	How do we critically comment on the language, form, structure and meaning of a poem?		
Lesson topics sequence	1. How does the poet present conflict in 'Ozymandias'? <i>Booklet</i> 2. How does the poet present conflict in 'Ozymandias'? <i>Essay</i> 3. Revision and re-teaching based on mocks 4. Spoken Language Endorsement: 2 minute presentation on revision topic of your choice		

Key assessments	Live mark/sample mark essays and any re-teaching
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