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**Knowledge Rich Curriculum Plan**

Year 11 An Inspector Calls Revision Autumn One



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Written link the wider curriculum** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
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| **Autumn One:**  **Lesson 1: Introduction and Context** | Students will know the key exam information about AIC, Paper 2 component, Q1 40 marks, 45 minutes.  Students will know that the play is set in the Edwardian Era.  Students will know that the play was set in 1912 but written in 1945  Students will know that Priestley the playwright was a social critic and vocal believer in Socialism.  Students will know that Priestley was critical of unjust social classes and felt passionate about the prospect of unity toward the end of WW2.  Students will know the significance of the class system within Britain. | Socialism -Socialists believe that everything in society is made by the cooperative efforts of the people and citizens.  Capitalism - Capitalism is an economic system in which private individuals own and control most of the factors of production  Social Responsibility -Social responsibility means that individuals and companies have a duty to act in the best interests of their environment and society as a whole  Status quo - the existing state of affairs, especially regarding social or political issues.  Inhumanely - in a way that is cruel and causes suffering to people or animals  Exploitation - the action or fact of treating someone unfairly in order to benefit from their work. | Students have studied plays at KS3. | Students have previously studied pays in KS3 and have prior knowledge of how playscripts are structured. | Tassomai  Quizlet:  https://quizlet.com/\_3luvps?x=1jqt&i=2opjvn |
| **Lesson 2**  Act 1 | Students will know the plot of Act 1 of An Inspector Calls and will know the sequence of events.  Students will know the play is set in the fictional town of Brumley.  Students will know the significance of Priestley’s stage directions.  Students will know that an Inspector Goole arrives to investigate the Birling family over Eva's death and hold each character's' actions to account.  Students will know that the key events in Act 1, including the engagement party, arrival of Goole and the suicide of Eva.  Students will know about the characters of Mr Birling and Sheila Birling, their motives and their involvement with the girl’s death. | Attitude - a settled way of thinking or feeling about something.  Stage Directions - an instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting.  Prosperous – successful in material terms; flourishing financially.  Impertinent – not showing proper respect; rude.  Alderman - elected member of the council | Students have studied plays at KS3.  Students have studied complex male characters in Macbeth and Heroes.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers. | Students will need to know the definitions of Capitalism and Socialism.  Students will need to know that the play is set and written in different dates.  Students will need to know the play was written by Priestley and his political views. |  |
| **Lesson 3**  Act 2 | Students will know the events of Act 2.  Students will know about the characters of Gerald and Mrs Birling, their motives and their involvement with the girl’s death. | Vindictive - Having a strong desire for revenge.  Dubious - Doubtful, uncertain.  Rebuke – To criticize sharply.  Rogue – A criminally dishonest person; a scoundrel.  Gallant - Brave and noble. | Students have studied plays at KS3.  Students have studied complex male characters in Macbeth and Heroes.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers. | Students have previously studied pays in KS3 and have prior knowledge of how playscripts are structured. |  |
| **Lesson 4**  Act 3 | Students will know the events of Act 3, including Eric's relationship with Eva, the theft and the pregnancy.  Students will know about the ending of the play. | Intertwine- To create a connection between two or more things by twisting them together.  Anguish - Extreme physical or mental pain.  Subdued– Made quiet, controlled something, lacking in intensity.  Sardonically– In a sarcastic manner  Exasperating- Very annoying | Students have studied plays at KS3.  Students have studied complex male characters in Macbeth and Heroes.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers. | Students need to already know the events of Act 2  Students need to already know the contextual  information about the play. | Tassomai  Quizlet – Act 1:  https://quizlet.com/\_brxspj?x=1jqt&i=2opjvn |
| Lesson 5: Mr Birling | The students will know who the character of Arthur Birling is.  Students will know in the stage directions, Mr Birling is described as a "heavy-looking man" in his mid-50s with easy manners but "rather provincial in his speech". He is firmly capitalist, and right-wing in his political views.  Students will know Birling is effectively willing to ‘sell’ his daughter in order form an alliance with the Crofts. Sheila is something of an afterthought. His attitude to his daughter is archaic and patriarchal: she is simply a convenient route to more power and wealth.  Students will know Birling is happy to exploit the workers and in particular vulnerable female workers. He embodies the attitudes of the rich who believe that it’s their ‘duty to keep labour costs down’. He is unable to imagine their hardship or the consequences of his obsession with profits:  Students will know he is presented as a buffoon – his ironic prophecies about the future – the ‘unsinkable’ Titanic and ‘Nobody wants war’ are blatantly wrong. He is indeed constructed as a figure we despise and ridicule but for a reason. Just as the Inspector is the mouthpiece for all that Priestley holds true, so Birling is the mouthpiece for everything Priestley objects to.  Students will know Birling’s fear of scandal and desperate need to protect his reputation can enable students to understand a time when appearances were everything and hypocrisy was rife. His longing for a knighthood reveals his deep insecurity about his middle-class status.  Students will know how Priestley’ uses this character: Birling is Priestley’s construct (puppet). Priestley purposefully makes Birling unlikeable so that the audience associate capitalism with him. In this way, they are more susceptible to Priestley’s socialist ideology. | Conservative – Averse to change or innovation and holding traditional values  Patriarchal - Relating to or denoting a system of society or government controlled by men.  Ostentatious - Characterised by pretentious or showy display | Students have studied complex male characters in Macbeth and Heroes.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers.  Students have studied the idea of a generational constraints in texts such as Rome and Juliet and Long Way Down. | Students need to already know how the text is a morality play  Students need to already know how to annotate an extract and find meaning  Students will need to know Priestley’s negative opinions of society's class structures. |  |
| Lesson 6: Birling’s function | Students will know how Arthur Birling is portrayed throughout the play.  Students will know Mr. Birling is callous because of his poor treatment of Eva and his views of the lower classes  Students will know Mr. Birling is ignorant because he does not change by the end of the play, he is only concerned with his knighthood and his own power  Students will know that Priestly used the character of Mr Birling to represent how the upper class frowned upon people below them in society. | Conservative – Averse to change or innovation and holding traditional values  Patriarchal - Relating to or denoting a system of society or government controlled by men.  Ostentatious - Characterised by pretentious or showy display | Students have studied complex male characters in Macbeth and Heroes.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers.  Students have studied the idea of a generational constraints in texts such as Rome and Juliet and Long Way Down. | Students need to already know the character of Birling and be familiar with key events surrounding the character  Students need to already know the symbolic use of Birling by Priestly and how he represents capitalism.  Students will need to know an event in the play that shows Priestley's socialist political beliefs- eg. Birling looking foolish with the use of the Titanic and irony |  |
| Lesson 7: Birling Essay Response | Students will know how to plan and respond to an exam question based on the character of Arthur Birling.  Students will know that their response could be planned in the following way:   * Introduction – Initial impressions, function of the character, stage directions * Priestley’s use of dramatic irony in Act 1 – what does it suggest about Birling * Birling’s interrogation * Birling’s reaction to the other character’s interrogations * Ending – Circular structure/returns to complacency * Conclusion   Students will know how to effectively write an introduction for this character. | Conservative – Averse to change or innovation and holding traditional values  Patriarchal - Relating to or denoting a system of society or government controlled by men.  Ostentatious - Characterised by pretentious or showy display | Students have studied complex male characters in Macbeth and Heroes.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers.  Students have studied the idea of a generational constraints in texts such as Rome and Juliet and Long Way Down. | Students need to already know about the context of the play.  Students need to already know about the key events in the play that involve Arthur. | Tassomai  Quizlet – Act 2:  https://quizlet.com/\_b4u9t9?x=1jqt&i=2opjvn |
| Lesson 8: Sheila Birling | The students will know how Priestley presents the character of Sheila Birling.  Students will know in the stage directions, JB Priestley describes her as giddy, naïve and childish, "a pretty girl in her early twenties, very pleased with life and rather excited". At the opening of the play she appears to be a little immature and easily led. Her behaviour is childish and she very much does what her parents tell her.  Students will know in the second and third acts, following the realisation that she has played a part in Eva Smith's death, she matures and comes to realise the importance of The Inspector's message.  Students will know in as the play progresses, Sheila’s character develops and she begins to stand up for herself.  Students will know Sheila (along with Eric) represents the younger generation – Priestley saw them as ‘more impressionable’ – and regarded them as the future. She gives the audience hope that their society can improve if people make changes and take responsibility.  Students will know how Priestley uses the character: Sheila has been used by Priestley to create internal conflict and division within the Birling family. Sheila, like Eric, allows Priestley to show his opinions on youth. He felt that there was hope in the young people of post-war Britain. He saw them as the ones who would help solve the problems the country had with class, gender and social responsibility. | Materialistic (early in the play) – Excessively concerned with material possessions; money-oriented  Remorseful - filled with deep regret or guilt; sorry.  Impressionable - Easily influenced by other people. | Students have studied the development of a strong female character in the hunger Games and THUG.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers.  Students have studied the idea of a generational constraints in texts such as Rome and Juliet and Long Way Down. | Students need to already know how to annotate an extract and find meaning  Students need to already know Sheila's key events in the play  Students need to already know about women in 1912 and their place in society including the suffrage movement |  |
| Lesson 9: Sheila’s Development | The students will know how Priestley presents the transformation of Sheila Birling.  The students will know that Priestly uses the character of Sheila Birling as a symbol to represent the younger generation and socialism.  The students will know Sheila reflects new ideas about gender equality, connected to the suffragette movement of the period.  The students will know how the character of Sheila Birling develops throughout the text. | Materialistic (early in the play) – Excessively concerned with material possessions; money-oriented  Remorseful - filled with deep regret or guilt; sorry.  Impressionable - Easily influenced by other people. | Students have studied the development of a strong female character in the hunger Games and THUG.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers.  Students have studied the idea of a generational constraints in texts such as Rome and Juliet and Long Way Down. | Students will need to know how the play ends to see Sheila's change  Students need to already know the plot of the play and the key events in relation to Gerald's character  Students need to already know about social class in 1912 and 1945  Students need to know about how those in higher social classes often exploit those in lower classes  Students will need to know how the returning of the ring shows Sheila's transformation |  |
| Lesson 10: Sheila Essay Response | Students will know how to plan and respond to an exam question based on the character of Sheila Birling.  Students will know that their response could be planned in the following way:   * Introduction – Initial impressions, function of the character, stage directions * Before the Inspector arrives * Sheila’s interrogation * After the Inspector leaves * Conclusion   Students will know how to effectively write an introduction for this character. | Materialistic (early in the play) – Excessively concerned with material possessions; money-oriented  Remorseful - filled with deep regret or guilt; sorry.  Impressionable - Easily influenced by other people. | Students have studied the development of a strong female character in the hunger Games and THUG.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers. | Students will need to know the contextual information about society in 1912 and 1945. | Tassomai  Quizlet – Act 3:  https://quizlet.com/\_b4ubzj?x=1jqt&i=2opjvn |
| Lesson 11: Gerald Croft | The students will know how Priestley presents the character of Gerald Croft.  Students will know that in the stage directions, JB Priestley describes Gerald as "an attractive chap about thirty, rather too manly to be a dandy but very much the easy well-bred young man-about-town". Priestley initially portrays Gerald as a physically attractive, privileged but likeable man. “easy well-bred young man-about-town” suggests that Gerald is a fashionable socialite.  Students will know that the relatively minor role of Gerald early on in the play allows Priestley to maintain a fairly vague and neutral portrayal which causes the audience to be uncertain in how they feel about him.  Students will know Gerald is portrayed as an ideal husband and son-in-law due to his financial security and social status. His social status contributes to his attractiveness as in 1912 British society the only route to wealth for a woman would be to marry into it.  Students will know that Gerald is portrayed as being conscious of the cruelty of the upper-classes, yet he shows no desire to change society and thereby compromise the privilege he commands. Priestley presents him at a moral cross-roads: he can either fight against the class system or continue to use it to his advantage.  Students will know that Priestley portrays Gerald as caught between the older and younger generation. Gerald is exhibited as less flexible and less impressionable than Sheila and Eric in his own convictions, and even though he does accept his responsibility, he deliberately ignores his sense of morality and chooses to try to forget his actions.  Students will know how Priestley uses this character: Priestley uses the character of Gerald to represent the individualism of the upper classes. He disillusions the audience, who hopes by the end of the play he would change his capitalist and selfish attitude, as he fails to do so. Priestley uses Gerald’s failure to develop his sense of social responsibility to convey how entrenched these upper-class attitudes are; even death won’t change them. | Manipulative - Exercising unscrupulous control or influence over a person or situation  Self-serving - Having concern for one’s own welfare and interests before those of others  Static - Lacking in movement, action, or change, especially in an undesirable or uninteresting way | Students have studied complex male characters in Macbeth and Heroes.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers. | Students will need to know the plot of the play.  Students need to already know how to annotate an extract and find meaning  Students need to already know the stereotypical traits of a wealthy, ignorant male character  Students will need to know that Gerald can be described as evasive, hypocritical and deceitful  Students will need to know that Gerald is used as a tool for Priestley to condemn the upper classes |  |
| Lesson 12: Gerald’s Function | The students will know that Gerald is a static character whose viewpoint does not change by the end of the play.  Students will know that Priestley uses the character of Gerald to represent the individualism of the upper classes. He is exploitative, untrustworthy and careless with the feelings of others.  Students will know Priestley uses Gerald to convey how entrenched these upper-class attitudes are.  Students will know Gerald represents the social hierarchy present within British society at that time with Mr Birling thinking he is socially progressing and going ‘upwards’ by his daughter marrying someone from a richer and more established family.  Students will know that although Sheila and Gerald appear to be a happy couple, in reality Gerald has been cheating on Sheila by sleeping with Eva.  Students will know that Priestley presents Gerald as being in the liminal area between generations and explores how this extends to his ideology and attitudes towards the lower class.  Students will know that by the end of the play Gerald rejects the responsibility he had partially accepted (during his confession), by attempting to dismantle the theory of Eva Smith and suggest that she was a different girl for each character. | Manipulative - Exercising unscrupulous control or influence over a person or situation  Self-serving - Having concern for one’s own welfare and interests before those of others  Static - Lacking in movement, action, or change, especially in an undesirable or uninteresting way | Students have studied complex male characters in Macbeth and Heroes.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers. | Students will need to know the plot of the play.  Students need to already know the stereotypical traits of a wealthy, ignorant male character  Students will need to know that Gerald can be described as evasive, hypocritical and deceitful  Students will need to know that Gerald is used as a tool for Priestley to condemn the upper classes |  |
| Lesson 13: Gerald Essay Response | Students will know how to plan and respond to an exam question based on the character of Gerald Croft.  Students will know that their response could be planned in the following way:   * Introduction – Initial impressions, function of the character, stage directions * Before the Inspector arrives * Gerald’s interrogation * After the Inspector leaves/Gerald’s return * Conclusion   Students will know how to effectively write an introduction for this character. | Manipulative - Exercising unscrupulous control or influence over a person or situation  Self-serving - Having concern for one’s own welfare and interests before those of others  Static - Lacking in movement, action, or change, especially in an undesirable or uninteresting way | Students have studied complex male characters in Macbeth and Heroes.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers. | Students will need to know the plot of the play.  Students need to already know the stereotypical traits of a wealthy, ignorant male character  Students will need to know that Gerald can be described as evasive, hypocritical and deceitful  Students will need to know that Gerald is used as a tool for Priestley to condemn the upper classes | Tassomai  Quizlet – Mr Birling  https://quizlet.com/\_bmf5it?x=1jqt&i=2opjvn |
| Lesson 14: Mrs Birling | The students will know how Priestley presents the character of Mrs Birling.  Students will know that in the stage directions, JB Priestley describes Mrs Birling as “about fifty, a rather cold woman” and thus reveals her unsympathetic and individualistic nature. She is husband’s “social superior” and therefore belongs to an upper-class family.  Students will know Mrs Birling represents the selfish nature of the upper classes, their privileges, and their prejudices. She perceives the working class as inferior.  Students will know her generally stiff and conservative nature seems to be being criticized and Priestley might have wanted his audience to be more flexible in their attitudes and be ready to change and reject established norms.  Students will know that like her wealthy businessman husband Mrs Birling is also shown to be somewhat foolish.  Students will now Priestley portrays an accurate depiction of domestic life in the early 20th Century, as the inequality between men and women is demonstrated through her reluctance to challenge her husband.  Students will know that Priestley uses the character of Mrs Birling to represent the corrosive influence of power in the hands of unfeeling authority. | Prejudiced - Having or showing a dislike or distrust that is derived from a biased opinion  Unsympathetic - Not feeling, showing, or expressing sympathy  Obstinate - Stubbornly refusing to change one’s opinion or chosen course of action, despite attempts to persuade one to do so | Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers.  Students have studied the idea of a generational constraints in texts such as Rome and Juliet and Long Way Down. | Students need to already know the plot of the play and Mrs Birling’s interrogation with the Inspector.  Students need to already know how to annotate an extract and find meaning  Students need to already know about the Edwardian class system. |  |
| Lesson 15: Mrs Birling Across the Play | Students will know that Priestley presents Mrs Birling as seeming to care very deeply about others’ perception of her and her family name.  Students will know that Mrs Birling is accustomed to getting what she desires, whilst maintain power and control over others.  Students will know that despite Mrs Birling benefitting from the class system, she is still discontented and constantly paranoid about her reputation being tarnished.  Students will know that Priestley shows Mrs Birling as deliberately misusing her upper-class power and privilege, presenting her as immoral.  Students will know that Priestley portrays Mrs Birling as rejecting any sense of responsibility. Like her husband, she is static in her character development. This demonstrates her confidence in her own superiority. | Prejudiced - Having or showing a dislike or distrust that is derived from a biased opinion  Unsympathetic - Not feeling, showing, or expressing sympathy  Obstinate - Stubbornly refusing to change one’s opinion or chosen course of action, despite attempts to persuade one to do so | Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers.  Students have studied the idea of a generational constraints in texts such as Rome and Juliet and Long Way Down. | Students will need to know the plot of the play.  Students need to already know Priestley’s authorial intent in writing the play and his negative views about society |  |
| Lesson 16: Mrs Birling Essay Response | Students will know how to plan and respond to an exam question based on the character of Mrs Birling.  Students will know that their response could be planned in the following way:   * Introduction – Initial impressions, function of the character, stage directions * Before the Inspector arrives/Stereotypical Edwardian female * Mrs Birling’s interrogation * After the Inspector leaves/Proud of how she denies her own responsibility * Conclusion   Students will know how to effectively write an introduction for this character. | Prejudiced - Having or showing a dislike or distrust that is derived from a biased opinion  Unsympathetic - Not feeling, showing, or expressing sympathy  Obstinate - Stubbornly refusing to change one’s opinion or chosen course of action, despite attempts to persuade one to do so | Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers.  Students have studied the idea of a generational constraints in texts such as Rome and Juliet and Long Way Down. | Students will need to know the plot of the play.  Students need to already know Priestley’s authorial intent in writing the play and his negative views about society | Tassomai  Quizlet – Sheila Birling  https://quizlet.com/\_b7xm0i?x=1jqt&i=2opjvn |
| Lesson 17: Eric Birling | The students will know how Priestley presents the character of Eric Birling.  Students will know that in the stage directions, JB Priestly describes Eric as in his "early twenties, not quite at ease, half shy, half assertive". Eric is quite naive, and is in no way as cunning or as worldly as Gerald Croft.  Students will know that Priestley presents Eric in a sympathetic light through Eric’s opposition to Mr Birling’s capitalistic and individualistic attitudes.  Students will know that Priestley portrays society’s norms as the reason for the immoral behaviour of Eric (his rape of Eva) – he is simply following in the footsteps of other men.  Students will know that Eric clearly shows remorse and regret when he accepts responsibility for his actions, yet he rejects taking sole responsibility for her suicide.  Students will know that Priestley uses Eric as symbolic of redemption; no matter the atrocities committed in the past, he has the capacity to change and improve. | Privileged - Having special rights, advantages, or immunities  Reckless - Showing a lack of care or attention of danger or the consequences of one’s actions; rash or impetuous  Penitent - Feeling or showing sorrow and regret for having done wrong; repentant | Students have studied complex male characters in Macbeth and Heroes.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers.  Students have studied the idea of a generational constraints in texts such as Rome and Juliet and Long Way Down. | Students need to already know how to annotate an extract and find meaning.  Students need to already know the plot of the play and Eric’s interrogation with the Inspector. |  |
| Lesson 18: Eric’s Function | Students will know that Priestley portrays Eric to have personal views which are inherently socialist. He condemns his father’s capitalist views of his workers.  Students will know Priestley portrays Eric as too weak to be able to stand up to the way his father treats the lower classes. He abodes by social conventions.  Students will know that Priestley presents Eric with the capacity for empathy and emotion, which therefore separates him and Sheila from the rest of the characters.  Eric is portrayed as repentant and remorseful for his immoral actions. | Privileged - Having special rights, advantages, or immunities  Reckless - Showing a lack of care or attention of danger or the consequences of one’s actions; rash or impetuous  Penitent - Feeling or showing sorrow and regret for having done wrong; repentant | Students have studied complex male characters in Macbeth and Heroes.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers.  Students have studied the idea of a generational constraints in texts such as Rome and Juliet and Long Way Down. | Students need to already know the plot of the play and Eric’s interrogation with the Inspector.  Students need to already know about the Edwardian class system. |  |
| Lesson 19: Eric Birling Essay Response | Students will know how to plan and respond to an exam question based on the character of Eric Birling.  Students will know that their response could be planned in the following way:  • Introduction – Initial impressions, function of the character, stage directions  • Before the Inspector arrives: Drinking/Relationship with father  • Eric’s interrogation  • After the Inspector leaves: Takes responsibility/Older vs Younger generation  • Conclusion  Students will know how to effectively write an introduction for this character. | Privileged - Having special rights, advantages, or immunities  Reckless - Showing a lack of care or attention of danger or the consequences of one’s actions; rash or impetuous  Penitent - Feeling or showing sorrow and regret for having done wrong; repentant | Students have studied complex male characters in Macbeth and Heroes.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers.  Students have studied the idea of a generational constraints in texts such as Rome and Juliet and Long Way Down. | Students will need to know the plot of the play.  Students need to already know Priestley’s authorial intent in writing the play and his negative views about society | Tassomai  Quizlet – Gerald Croft  https://quizlet.com/\_bq9xwt?x=1jqt&i=2opjvn |
| Lesson 20: The Inspector | The students will know how Priestley presents the character of The Inspector.  Students will know that in the stage directions, JB Priestly describes The Inspector as "in his fifties, dressed in a plain dark suit". The stage directions state that he 'need not be a big man' but that he must create an 'impression of massiveness, solidity and purposefulness'.  Students will know that in the stage directions the lighting becomes ‘brighter and harder’ once the Inspector arrives, suggesting that the Inspector will put the actions of the Birling family under a harsh light.  Students will know that Priestley uses the character to drive forward the drama and to create shocking moments and gripping cliff-hangers with his questioning.  Students will know that his name 'Goole' suggests a supernatural or ghost like element, and he seems to know what the characters will say before they do.  Students will know that Inspector Goole is an omniscient character and his moral judgement stops Eric and Sheila in their tracks and makes them think about their choices and their responsibility for Eva’s death.  Students will know that the Inspector represents Priestley’s voice – he conveys Priestley’s strong socialist views. He challenges the characters, and therefore the audience, about their treatment of the working class. You could argue that the fact that he operates outside of time gives him a moral or Godly power that places his views above all of the others in the play. | Omniscient - Knowing everything  Authoritative - Commanding and self-confident; likely to be respected and obeyed  Influential - Having great influence on someone or something | Students have studied complex male characters in Macbeth and Heroes.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers. | Students will need to know the plot of the play.  Students need to already know Priestley’s authorial intent in writing the play and his negative views about society  Students need to already know Priestley's beliefs about society and his hope that society can change |  |
| Lesson 21: The Inspector's Function | Students will know that The Inspector interrupts the Birling family gathering.  Students will know that he establishes they each did something cruel or unkind to the dead girl.  Students will know that he takes control of the situation and refuses to acknowledge that any of the others is superior to himself.    Students will know that The Inspector also heightens drama – his entrances and exits are all well-timed in order to create maximum tension. This also adds to the sense of his importance – it is as if he is controlling the structure of the drama itself.  Students will know that he leaves them after making a passionate speech about social justice. | Omniscient - Knowing everything  Authoritative - Commanding and self-confident; likely to be respected and obeyed  Influential - Having great influence on someone or something | Students have studied complex male characters in Macbeth and Heroes.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers. | Students need to already know the plot of the Inspector calls, the ending in relation to the Inspector and the phone call  Students need to already know how the different generations react to The Inspector, for example the older Birling's sense of relief. |  |
| Lesson 22: The Inspector – Essay Response | Students will know how to plan and respond to an exam question based on the character of The Inspector.  Students will know that their response could be planned in the following way:  • Introduction – Initial impressions, function of the character, stage directions, Priestley’s mouthpiece  • His entrance – manner with Mr Birling  • The Inspector as a catalyst for change  • The Inspector’s final speech  • Conclusion  Students will know how to effectively write an introduction for this character. | Omniscient - Knowing everything  Authoritative - Commanding and self-confident; likely to be respected and obeyed  Influential - Having great influence on someone or something | Students have studied complex male characters in Macbeth and Heroes.  Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers. | Students will need to know the plot of the play.  Students need to already know Priestley’s authorial intent in writing the play and his negative views about society  Students need to already know Priestley's beliefs about society and his hope that society can change | Tassomai  Quizlet – Mrs Birling  <https://quizlet.com/_9ax3s9?x=1jqt&i=2opjvn> |
| Lesson 23: Themes: Responsibility | Students will know that Social responsibility is the most obvious theme in ‘An Inspector Calls’.  Students will know that the Inspector goes to the Birlings’ to encourage them to be accountable for their actions and to take responsibility for others.  Students will know that the play condemns those in power for not protecting the people they were supposed to, and for leading the country into war without considering whom it would affect. These teachings are in keeping with the Socialist direction taken in the 1940s.  Students will know that Birling represents the antithesis of Priestley’s message. Priestley suggests his lack of compassion and responsibility are tied to his class and Capitalist ideologies.  Students will know that Mrs Birling personifies the upper class’ contempt towards the poor and authorities neglect of those in need. Priestley uses her to suggest the hatred of social responsibility comes from classism and prejudice.  Students will know that Priestley uses the Inspector to show that the values of Socialism (sharing, equality, community) can be applied outside of economic theory. He uses the Inspector as a mouthpiece to show the importance of universal responsibility.  Students will know that Sheila represents the way society can improve and is a symbol of the compassionate, Socialist younger generation.  Students will know that the ambiguity surrounding Eva’s death at the end of the play challenges the audience to consider when they should take responsibility and what they should take responsibility for.  Students will know that Priestley shows his audience that all actions have consequences and it is impossible to live in isolation. By looking after others Priestley suggests society as a whole will benefit. | egalitarian – supporting the idea that all people are equal and should have the same rights and opportunities.  didactic – to teach people something, especially a moral lesson.  Mouthpiece - a person, newspaper, etc that expresses the opinions of the government or a political group.  Antithesis - a person or thing that is the direct opposite of someone or something else. | Students have studied the idea of a generational constraints in texts such as Rome and Juliet and Long Way Down. | Students need to already know Priestley's beliefs about socialism and responsibility  Students need to already know how the play ends and the Birling's actions that culminated in Eva's death |  |
| Lesson 24: Themes: Responsibility Essay Response | Students will know how to plan and respond to an exam question based on the theme of responsibility.  Students will know that their response could be planned in the following way:  • Introduction – Priestley’s own views on social responsibility  • Birling’s views on responsibility (he cares more for his own profit than for the people who work for him; he feels no sense of responsibility.)  • Sheila’s sense of social responsibility  • Mrs Birling prejudices towards Eva Smith because of her class, revealing her lack of conscience and sense of responsibility.  • Priestley’ use of the Inspector to force the characters to confront their responsibilities  • Conclusion  Students will know how to effectively write an introduction for this theme. | egalitarian – supporting the idea that all people are equal and should have the same rights and opportunities.  didactic – to teach people something, especially a moral lesson.  Mouthpiece - a person, newspaper, etc that expresses the opinions of the government or a political group.  Antithesis - a person or thing that is the direct opposite of someone or something else. | Students have studied the idea of a generational constraints in texts such as Rome and Juliet and Long Way Down. | Students need to already know Priestley's beliefs about socialism and responsibility  Students need to already know how the play ends and the Birling's actions that culminated in Eva's death |  |
| Lesson 25: Theme: Age | Students will know that the Birling family is split into two generations: the parents and the children. There is a clear distinction between how the children react to the Inspector’s visit and how the parents react.  Students will know that Gerald is an outlier as he belongs to an older, landed family which makes him ultimately sympathise with the older generation.  Students will know that Priestley examines how life experiences and the era in which you grow up affects your morals and political identity.  Students will know that the generational divide in Britain in 1945 was possibly the most severe it had ever been. There were those who had fought in either of the World Wars, those that had been too young to fight and those that had been too old to fight.  Students will know that Priestley presents the older generation as being stuck in their old ways, used to their comforts and conservative values. The parents refuse to be self-aware or accept responsibility.  Students will know that in contrast the younger generation are curious and compassionate and quick to rectify their ignorance.  Students will know that at the beginning of the play, the family appears to be a unified front. The younger generation seem to be curious and inquisitive but they don’t challenge their parents’ authority. However, the profound effect of the Inspector is to split the family permanently down generational lines.  Students will know that both Sheila and Gerald undergo character arcs, starting with an immature desire to follow their parents and ending with a mature understanding of the real world.  Students will know that Priestley uses the theme of age to show how he believed that there was hope in the younger generation's ability to learn and change. | conservative – averse to change or innovation and holding traditional values.  compassionate – feeling or showing sympathy and concern for others.  morality - principles concerning the distinction between right and wrong or good and bad behaviour. | Students have studied the idea of a generational constraints in texts such as Rome and Juliet and Long Way Down. | Students will need to know the pot of the play and the character’s actions.  Students need to already know Priestley's beliefs about socialism and responsibility  Students will need to know what society was like in post war Britain. | Tassomai  Quizlet – Eric Birling  <https://quizlet.com/_b0mvmh?x=1jqt&i=2opjvn> |
| Lesson 26: Theme: Age Essay Response | Students will know how to plan and respond to an exam question based on the theme of age.  Students will know that their response could be planned in the following way:  • • Introduction - Reference to the attitudes to his 1945 audience, Priestley highlighting the difference between traditional classist attitudes and more progressive socialist ideals  • Priestley’s presentation of Arthur Birling  • Priestley’s presentation of Sybil Birling  • Priestley contrasts Sybil and Arthur’s unsympathetic attitudes with Sheila’s guilt  • Priestley contrasts Arthur and Sybil’s double standards with Eric’s guilt.  • Conclusion  Students will know how to effectively write an introduction for this theme. | conservative – averse to change or innovation and holding traditional values.  compassionate – feeling or showing sympathy and concern for others.  morality - principles concerning the distinction between right and wrong or good and bad behaviour. | Students have studied the idea of a generational constraints in texts such as Rome and Juliet and Long Way Down. | Students will need to know the plot of the play and the character’s actions.  Students need to already know Priestley's beliefs about socialism and responsibility  Students will need to know what society was like in post war Britain. |  |
| Lesson 27: Themes: Gender | Students will know that Priestley shows how ideas and constructs behind gender and gender roles within society influence the ways characters interact with each other and view themselves.  Students will know that as the play is set in 1912, the woman in the play were seen as possessions to their husband and did not work or have careers due to the patriarchal society. The Inspector is introduced to the family to slowly break down the gender stereotypes.  Students will know that when Priestley was writing in the 1940s society’s understanding of gender had progressed significantly compared to when the play was set. The two world wars challenged the conservative notions of gender. Women took on jobs previously completed by men which revolutionised the way women were viewed.  Students will know that Mrs Birling is symbolic of a traditional 1912 woman. When in the presence of men, she acts as a subordinate. Although she is opinionated, she only has opinions about other female characters and is careful not to get involved in any men’s business. She is judgmental, strict and wishes to uphold patriarchal rule.  Students will know that Eva Smith is the direct opposite of Mrs Birling, she works and isn’t afraid to voice her opinion to men. Priestley does not portray her as a weak, self-pitying victim. She is assertive, outspoken and determined. Priestley suggests these qualities were part of the reason she was treated so poorly. Priestley also uses Eva to highlight the stigma surrounding unmarried women and marriage between classes.  Sheila’s character acts as a bridge between the conservative Mrs Birling and the assertive Eva Smith. Students will know that Sheila’s character arc can be seen to imitate the progression of Women’s suffrage. During the play, Sheila challenges the systems she had previously obeyed.  Students will know that Mr Birling is a symbol of the traditional patriarchy and sexist values. He expects to be unchallenged in everything he does. He treats women in a condescending, disrespectful manner.  Students will know that Eric is a symbol of how the younger generations of men are taught the misogyny of their fathers. Priestley shows how men (Eric/Gerald) abused and exploited women, particularly prostitutes.  Students will know that like Birling, Gerald’s views on women are shown to be hypocritical. He has double standards for upper class and lower-class women. Through keeping Eva as his mistress, Gerald has objectified her and used her as a token of his masculinity.  Students will know that Priestley’s message is that traditional gender stereotypes are damaging actively stop society progressing. | patriarchal – relating to or denoting a system of society or government controlled by men.  subordinate - lower in rank or position.  Misogyny - the hatred of, contempt for, or prejudice against women or girls. | Students have studied the development of a strong female character in the hunger Games and THUG.  Students have studied complex male characters in Macbeth and Heroes. | Students will need to know the plot of the play and the character’s actions.  Students will need to know what society was like in post war Britain.  Students will need to know the gender stereotypes which existed at this time in Britain. |  |
| Lesson 28: Themes: Gender Essay Response | Students will know how to plan and respond to an exam question based on the theme of gender.  Students will know that their response could be planned in the following way:  • Introduction – The role of gender in the play, Priestley’s message about gender, the gender stereotypes of the time  • Priestley’s presentation of females  - Presentation of Mrs Birling  - Presentation of Eva Smith  - Initial presentation of Sheila  - Sheila’s development  • Priestley’s presentation of males  - Presentation of Arthur Birling  - Presentation of Eric  - Presentation of Gerald  • Conclusion  Students will know how to effectively write an introduction for this theme. | patriarchal – relating to or denoting a system of society or government controlled by men.  subordinate - lower in rank or position.  Misogyny - the hatred of, contempt for, or prejudice against women or girls. | Students have studied the development of a strong female character in the hunger Games and THUG.  Students have studied complex male characters in Macbeth and Heroes. | Students will need to know the plot of the play and the character’s actions.  Students will need to know what society was like in post war Britain.  Students will need to know the gender stereotypes which existed at this time in Britain. | Tassomai  Quizlet – The Inspector  <https://quizlet.com/_bavamd?x=1jqt&i=2opjvn> |
| Lesson 29: Themes: Social Class | Students will know that in 1912 class divided Britain. The land and factory owners were wealthy and powerful, while their workers lived in poverty. The two classes rarely interacted.  Students will know that the World Wars dismantled Britain’s class system. The war effort brought people together, and rationing meant different had to have similar lifestyles regardless of wealth. Despite this class inequality still existed and Priestley wanted to highlight this.  Students will know that Priestley argues that the upper class maintain the class system because it benefits them, allowing them to live in ignorance of how the working classes struggle. The capitalist system increases the gap between the rich and the poor.  Students will know that Eva Smith is symbolic of the lower classes as a whole. As she never appears on stage the audience’s perspective of her is altered by the Birlings’ classist remarks. Priestley shows how easy it is for the upper classes to influence the narrative surrounding the working classes.  Students will know that Mr Birling is an example of the nouveau riche, which means he made his own money instead of inheriting it. As we wants to climb the social ladder, he is the character most afraid of scandal. Birling is an example of how the rich evade responsibility and conflict.  Students will know that Gerald Croft comes from a family that is higher class than the Birlings. His family have been rich for generations and may look down upon people like the Birlings. Mr Birling spends the play flattering and trying to impress Gerald.  Students will know that Mrs Birling is the epitome of upper-class prejudice. She is judgmental and blunt. Mrs Birling makes assumptions about Eva because of her class. She believes all lower-class people are immoral and money-hungry.  Students will know that Sheila begins the play as the epitome of upper-class ignorance but once she is educated by the Inspector she becomes a socialist mouthpiece. Between them, Sheila and the Inspector identify and expose the ways in which the Birling family contribute to the class divide.  Students will know that by revealing the destructive impact class hierarchy had in 1912, Priestley encourages 1940s society to move forwards towards social equality instead of returning to the old ways. | hierarchy – a system in which members of an organization or society are ranked according to relative status or authority.  Inequality - the quality of being unequal or uneven  Preconceptions - an idea or opinion formed beforehand. a bias; prejudice. | Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers. | Students will need to know the plot of the play and the character’s actions.  Students will need to know what society was like in post war Britain. |  |
| Lesson 30: Themes: Social Class Essay Response | Students will know how to plan and respond to an exam question based on the theme of class.  Students will know that their response could be planned in the following way:  • • Introduction – The class system in 1912, the effects of the world wars, the effects of social inequality  • Priestley’s presentation of Eva Smith as a symbol of the working class  • Arthur Birling  - His position in society/his enthusiasm for Sheila’s marriage to Gerald  - His treatment of Eva  • Gerald Croft  - His background and his family’s view of his marriage  • Mrs Birling  - Her upper class prejudices  - Her treatment of Eva  • Sheila and the Inspector  - Sheila’s education from the Inspector  - Priestley’s use of Sheila to break the upper-class façade of respectability  • Conclusion  Students will know how to effectively write an introduction for this theme. | hierarchy – a system in which members of an organization or society are ranked according to relative status or authority.  Inequality - the quality of being unequal or uneven  Preconceptions - an idea or opinion formed beforehand. a bias; prejudice. | Students have studied the ideas of class and social injustice in A Christmas Carol, LWD, the Tempest, Hunger Games, THUG and Blood Brothers. | Students will need to know the plot of the play and the character’s actions.  Students will need to know what society was like in post war Britain. |  |