

## Supreme Education | KS4 English

Topic/Unit title	<b>YEAR 10 CYCLE 1, PART 1: INSPECTOR CALLS (6.5 weeks)</b>																							
Learning overview	<p>Students will read 'An Inspector Calls' and use it as a stimulus to practice the reading and writing skills required for the English Language Papers 1 and 2.</p> <p>The English language skills are interweaved with lessons focussing on AIC as a literature text. Pupils will receive a fortnightly mini mock, with questions from the reading section of paper 1/2.</p>																							
AOs/ KPIs	<table border="1"> <tr> <td>LANG</td> <td>AO1</td> <td> <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas.</li> <li>Select and synthesise evidence from different texts</li> </ul> </td> </tr> <tr> <td>LANG</td> <td>AO2</td> <td>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</td> </tr> <tr> <td>LANG</td> <td>AO3</td> <td>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</td> </tr> <tr> <td>LANG</td> <td>AO4</td> <td>Evaluate texts critically and support this with appropriate textual references.</td> </tr> <tr> <td>LIT</td> <td>AO1</td> <td> <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> </ul> </td> </tr> <tr> <td>LIT</td> <td>AO2</td> <td>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</td> </tr> <tr> <td>LIT</td> <td>AO3</td> <td>Show understanding of the relationships between texts and the contexts in which they were written.</td> </tr> </table>			LANG	AO1	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas.</li> <li>Select and synthesise evidence from different texts</li> </ul>	LANG	AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	LANG	AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	LANG	AO4	Evaluate texts critically and support this with appropriate textual references.	LIT	AO1	<ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> </ul>	LIT	AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	LIT	AO3	Show understanding of the relationships between texts and the contexts in which they were written.
LANG	AO1	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas.</li> <li>Select and synthesise evidence from different texts</li> </ul>																						
LANG	AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.																						
LANG	AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.																						
LANG	AO4	Evaluate texts critically and support this with appropriate textual references.																						
LIT	AO1	<ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> </ul>																						
LIT	AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.																						
LIT	AO3	Show understanding of the relationships between texts and the contexts in which they were written.																						
<b>Assessments:</b> Formative assessment opportunities (whole department assessment points)	<b>WEEK 3 – Language Paper 1 Q4</b>																							
	<b>WEEK 5 – Literature assessment: Mrs Birling</b>																							
	<b>WEEK 7 – Language Paper 2 Q4</b>																							
Common misconceptions	<ul style="list-style-type: none"> <li>Language analysis means 'technique spotting'</li> <li>'Reading work can't help with my writing'</li> </ul>																							

Interleaving opportunities

Ensuring language skills are taught through the literature and students understand the difference between literature and language.

## OVERVIEW

Week	Lesson	Content/focus/title	Key skill	Lang Paper Q	Chapter/ key extract
1	1	Introduction and context	Summarising Comparing	P2 Q2	
2	2	How does the Priestley use language to present the Birling family in the stage directions?	Inference and using evidence	P1 Q1 P1 Q2	Stage directions
	3	A student said 'Here, Priestley effectively presents women as subservient to men'. To what extent do you agree?	Inference and using evidence Evaluation	P1 Q4	
	4	How does Priestley present Mr Birling before the Inspector arrives?	Using evidence Inference Weaving context	Lit focus	
3	5	A student said 'Priestley paints the upper classes as selfish, ignorant and arrogant. There is nothing to like about them'. To what extent do you agree?	Evaluation	P1Q4	
	6	Mini mock – P1Q4 (first part of the lesson) Finish reading act 1 (second part of the lesson)	Evaluation Comprehension	P1Q4	
	7	How is Sheila presented in act 1?	Inference and evidence Weaving context	Lit focus	Act 1
4	8	How is Gerald presented during his interrogation?	Inference and evidence Weaving context	Lit focus	Act 2
	9	P1Q4 Mini mock feedback	Evaluation	4	New extract - Jaws

	10	How is Mrs Birling presented during her interrogation?	Inference and evidence Weaving context	Lit focus	Act 2
5	11	Essay writing masterclass Theme: class	Structuring and planning an essay	Lit	
	12	Literature assessment: How does Priestley use the character of Mrs Birling to explore ideas about social class? (First half of lesson)  Finish reading act 2/read the start of act 3 (second part of lesson)	Inference and evidence Weaving context	Lit	
	13	A teacher, having read this part of the text said 'It is clear that Eric is sorry for what he has done. He is a likeable character in this part of the play'. To what extent do you agree?	Evaluation	P1Q4	Act 3 – Eric's interrogation
6	14	How does Priestley use Goole's final speech to reinforce his opinions on social justice?	Inference and evidence Weaving context	Lit	Act 3 – Goole's final speech
	15	Feedback			
	16	Compare how the Mr Birling and Inspector Goole convey their different attitudes to social responsibility	Evidence and inference Comparing	P2Q4	Act 3 – After the Inspector's visit
7	17	How do the younger and older Birlings portray their perspectives and attitudes to the Inspector's visit and their involvement in Eva's death? (First half)  Mini mock – P2Q4 (second half)	Evidence and inference Comparing	P2Q4	
	18	Debate: Who is most to blame for the death of Eva Smith?	Writing to form Persuasive writing	P2Q5	
	19	Feedback			

## 1. An Inspector Calls - Context

Date:

**Feed forward** (what did I find out about my students last lesson that will be important to consider in this lesson? *E.g. what did my LSQ tell me? Where did they get stuck? What did they master?*)

**Literacy and speaking focus** (how will we achieve high standards in reading, writing and speaking?)

### Focus students for this lesson

1.

2.

3.

#### Memory Platform

Silent, independent task

Compare the images of upper/working class in Edwardian era.  
Stretch: Based on this picture, what might the play be about?

#### LOs

To **KNOW** features of the Edwardian era/post WW2.

To **UNDERSTAND** the differences between 1945 and 1912.

To **BE ABLE TO** compare 1945 and 1912.

#### Planned diagnostic formative

#### Learning overview

##### Hook:

Using these pictures, what do you think are the main differences between socialism and Capitalism?

SUPPORT: Who is in charge?  
Who profits most?  
Who works hardest?

##### Key questions

What is the difference between Capitalism and Socialism?

#### Challenge and support required for learning activities

#### Responsive formative assessment- *how will I check learning?*

#### Homework

Pupils learn key terms for vocabulary quiz:

1. Socialism
2. Capitalism
3. Bourgeoisie
4. Working class
5. Aristocrat
6. Hierarchy

<p><b>Key content/vocab</b></p> <ul style="list-style-type: none"> <li>• Capitalism</li> <li>• Socialism</li> <li>• Working class/Proletariat</li> <li>• Middle class/Bourgeoisie</li> <li>• Upper class/aristocrat</li> </ul>	<p><b>assessment opportunities</b></p> <p>10 minute timed response</p> <p>‘Write a summary of the differences between the Edwardian era and 1945.’</p>	<p>How is 1912 different to 1945?</p> <p><b>I, we, you:</b> Envoy task for WW2, Socialism/Capitalism, Edwardian era, Priestley.</p> <p>Teacher models P2Q2 paragraph. Class discuss what this does well. Pupils compare the differences between Edwardian/1945 (P2Q2 style paragraph) as a class write.</p> <p>Pupils write the second paragraph on their own.</p>			<p>7. Patriarchal society</p> <p>Complete reading and comprehension Qs.</p>
--	--	--	--	--	---

**Additional notes**

e.g.

- *Suggested groupings for discussion/group work*
- *How will you use the homework due this lesson in a meaningful way?*
- *How will you transition between tasks?*
- *Spoken English- which students do you want to engage this lesson?*

## 2 How does the Priestley use language to present the Birling family in the stage directions?

Date:

**Feed forward** (what did I find out about my students last lesson that will be important to consider in this lesson? *E.g. what did my LSQ tell me? Where did they get stuck? What did they master?*)

**Literacy and speaking focus** (how will we achieve high standards in reading, writing and speaking?)

### Focus students for this lesson

1.	2.	3.
----	----	----

<b>Memory Platform</b> Silent, independent task  1. What is Capitalism? 2. What is Socialism? 3. When was the play set? 4. When was the play performed? 5. Name one difference between these times?	<b>LOs</b>  To <b>KNOW</b> the different word types/techniques  To <b>UNDERSTAND</b> how stage setting influences an audience's opinion on characters  To <b>BE ABLE TO</b> select supporting evidence for specific inferences	<b>Learning overview</b> <b>Hook: Match up the definitions with the key term and add an example</b>  Adjective Noun Verb Adverb Simile Metaphor Personification Onomatopoeia Hyperbole  <b>Key questions</b>	<b>Challenge and support required for learning activities</b>	<b>Responsive formative assessment- how will I check learning?</b>	<b>Homework</b>  Set lesson 1
--	--	---	---	--	-------------------------------------

<p><b>AOs</b></p> <p>Lang – AO1 + AO2</p>	<p><b>Planned diagnostic formative assessment opportunities</b></p> <p>How does the Priestley use language to present the Birling family in the stage directions?</p>	<p>What do we learn about the Birlings? Why might they be dressed that way? Why might they be at opposite ends of the table?</p> <p><b>I, we, you:</b> As class reads the stage directions, use a grid to capture inferences (based on furniture, props, lighting, costume and characters), modelled then student-led.</p> <p>Pupils pick out key words from each quotation for single word analysis. Teacher notes class ideas on the board.</p> <p>Teacher shows exemplar P1Q2 and pupils create success criteria.</p> <p>Paragraph 1 – class write and then paragraphs 2 and 3 are solo work, with the teacher circulating.</p>			
---	---	--	--	--	--

**Additional notes**

*e.g.*

- *Suggested groupings for discussion/group work*
- *How will you use the homework due this lesson in a meaningful way?*
- *How will you transition between tasks?*
- *Spoken English- which students do you want to engage this lesson?*

**3\_ Gender P1Q4: A student said ‘Here, Priestley effectively presents women as subservient to men’. To what extent do you agree?**

**Date:**

**Feed forward** (what did I find out about my students last lesson that will be important to consider in this lesson? *E.g. what did my LSQ tell me? Where did they get stuck? What did they master?*)

**Literacy and speaking focus** (how will we achieve high standards in reading, writing and speaking?)

**Focus students for this lesson**

**1.**

**2.**

**3.**



<p><b>Memory Platform</b> Silent, independent task</p> <p>1. _____ When was the play set? 2. _____ What do we know about this era for women?</p> <p>Fill in the gaps for quotations from last lesson</p>	<p><b>LOs</b> To <b>KNOW</b> what makes good evidence</p> <p>To <b>UNDERSTAND</b> how to independently select a range of evidence from an extract</p>	<p><b>Learning overview</b> <b>Hook:</b> Read through the extract and List four things Mrs Birling says that suggest she is authoritative.</p> <p><b>Key questions</b> How does Priestley present Mrs Birling and Sheila? Why might Mrs Birling behave that way to her daughter?</p>	<p><b>Challenge and support required for learning activities</b></p>	<p><b>Responsive formative assessment- how will I check learning?</b></p>	<p><b>Homework</b> Set lesson 1</p>
<p><b>AOs</b>  Lang – AO1+ AO4</p>	<p>To <b>BE ABLE TO</b> use this evidence to support ideas about a text</p> <p><b>Planned diagnostic formative assessment opportunities</b> A student said ‘Here, Priestley effectively presents women as subservient to men’. To what extent do you agree?</p>	<p><b>I, we, you:</b></p> <ol style="list-style-type: none"> <li>Underline anything which relates to how Sheila and Mrs Birling are treated.</li> <li>Label what this suggests about how they’re treated.</li> <li>Annotate what terminology it uses (structural features, sentence forms, word types, techniques)</li> <li>Teacher plans first point on the board. Then, pupils work in pairs to plan three more. Teacher takes feedback on the board.</li> <li>Teacher shows exemplar P1Q4. Pupils pick out what this does well.</li> <li>P1Q4 Class write using the idea on the board.</li> <li>Pupils write a paragraph on their own, peer assess and</li> </ol>			

then write another using their feedback.

**Additional notes**

*e.g.*

- *Suggested groupings for discussion/group work*
- *How will you use the homework due this lesson in a meaningful way?*
- *How will you transition between tasks?*
- *Spoken English- which students do you want to engage this lesson?*

**4 How does Priestley present Mr Birling before the Inspector arrives? (Act 1)**

**Date:**

**Feed forward** (what did I find out about my students last lesson that will be important to consider in this lesson? *E.g. what did my LSQ tell me? Where did they get stuck? What did they master?*)

**Literacy and speaking focus** (how will we achieve high standards in reading, writing and speaking?)

**Focus students for this lesson**

1.		2.		3.	
<p><b>Memory Platform</b> Silent, independent task</p> <ol style="list-style-type: none"> <li>1. What does socialism mean? Can you give an example of a socialist belief?</li> <li>2. What does capitalism mean? Can you give an example of a capitalist belief?</li> <li>3. What does patriarchal society?</li> <li>4. What year was the play set? Written?</li> <li>5. List three things you know about Edwardian era.</li> </ol>	<p><b>LOs</b></p> <p>To know who Mr Birling is.</p> <p>To understand how Priestley uses language techniques to present Mr Birling.</p> <p>To be able to analyse the effect on the audience of Mr Birling's presentation.</p>	<p><b>Learning overview</b></p> <p><b>Hook:</b></p> <p><b>Key questions</b></p> <ol style="list-style-type: none"> <li>1. What are the most powerful words?</li> <li>2. What techniques have been used?</li> <li>3. What do the powerful words suggest?</li> <li>4. What do they literally mean?</li> <li>5. Could it be metaphorical/symbolic ?</li> <li>6. How does it link to context?</li> </ol> <p><b>I, we, you:</b> As class read, pupils complete a Mr Birling gingerbread man: Outside - how the audience see him. Inside - how Birling sees himself and quotes.</p> <p>As a class, pupils explode 'unsinkable, absolutely unsinkable' quote. Then,</p>	<p><b>Challenge and support required for learning activities</b></p>	<p><b>Responsive formative assessment- how will I check learning?</b></p>	<p><b>Homework</b></p> <p>Set lesson 1</p>
<p><b>AOs</b></p> <p>Lit – AO2 + AO3</p>					

		<p>pupils explode another in pairs.</p> <p>From the quotes, pupils form three points about Mr B.</p> <p>Teacher shows exemplar lit paragraph, then pupils class write, then solo paragraph.</p> <p>Pupils award themselves points based on how many things they have done from the success criteria.</p>			
--	--	--	--	--	--

**Additional notes**

*e.g.*

- *Suggested groupings for discussion/group work*
- *How will you use the homework due this lesson in a meaningful way?*
- *How will you transition between tasks?*
- *Spoken English- which students do you want to engage this lesson?*

--

**5. Class P1Q4: A student said ‘Priestley paints the upper classes as selfish, ignorant and arrogant. There is nothing to like about them’. To what extent do you agree?**

Date:

**Feed forward** (what did I find out about my students last lesson that will be important to consider in this lesson? *E.g. what did my LSQ tell me? Where did they get stuck? What did they master?*)

**Literacy and speaking focus** (how will we achieve high standards in reading, writing and speaking?)

**Focus students for this lesson**

1.	2.	3.
----	----	----

<p><b>Memory Platform</b> Silent, independent task</p> <p>Homework quiz – pupils complete on scrap paper and teacher marks.</p>	<p><b>LOs</b> To <b>KNOW</b> how the British class hierarchy is shown in the play and where characters fit on the hierarchy.</p>	<p><b>Learning overview</b> <b>Hook:</b> The iPad Air 2 costs around \$726 to buy in America. If it was actually made in America, it would cost around \$1200. Why? How can you link this to An Inspector Calls?</p>	<p><b>Challenge and support required for learning activities</b></p>	<p><b>Set Task:</b>  <b>Responsive formative assessment- <i>how will I check learning?</i></b></p>	<p><b>Homework</b>  Learn the key quotations for act 1:  1. ‘The lighting should be pink and intimate</p>
---	--	--	--	--	---

<p><b>AOs/ KPIs</b></p> <p>Lang - AO1+AO4</p>	<p>To <b>UNDERSTAND</b> how to evaluate a statement.</p> <p>To <b>BE ABLE TO</b> assess and write a P1Q4 response.</p> <p><b>Planned diagnostic formative assessment opportunities</b></p> <p><b>P1Q4: A student said ‘Priestley paints the upper classes as selfish, ignorant and arrogant. There is nothing to like about them’. To what extent do you agree?</b></p>	<p>STRETCH: Can you find a quotation that supports your answer?</p> <p><b>Key questions</b></p> <p>How does the Birlings’ class cause them to act differently? Which political idea is Mr Birling representing when he says ‘a man has to look after himself’?</p> <p><b>I, we, you:</b></p> <ol style="list-style-type: none"> <li>1. Read through the extract and <b>List four things that we learn about Eva Smith.</b></li> </ol> <p>Feedback on the board.</p> <ol style="list-style-type: none"> <li>2. Pick out the key words in the question. Pupils to note down synonyms for these.</li> <li>3. Teacher explains the class hierarchy and pupils decide which characters fit on which part of the hierarchy and why.</li> <li>4. Class read, underline anything which shows the Birlings are selfish, ignorant and arrogant/unlikeable. Circle anything which disagrees with the statement.</li> </ol>			<p>until the Inspector arrives and then it should be brighter and harder.’</p> <ol style="list-style-type: none"> <li>2. ‘Her husband’s social superior’</li> <li>3. ‘Impression of massiveness, solidity and purpose’</li> <li>4. ‘Unsinkable, absolutely unsinkable’</li> <li>5. ‘Hard headed business man’</li> </ol> <p>Complete reading and comprehension Qs.</p>
---	---	---	--	--	--

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | <p>5. In pairs, pupils annotate what methods they use. Teacher feeds back on the board.</p> <p>6. Pupils look at previous P1Q4 class write and feedback what a P1Q4 should include. Teacher shows example paragraph and asks pupils how it could be improved.</p> <p>7. Pupils write a solo P1Q4 response and peer assess.</p> |  |  |  |
|--|--|--|--|--|--|

**Additional notes**

*e.g.*

- *Suggested groupings for discussion/group work*
- *How will you use the homework due this lesson in a meaningful way?*
- *How will you transition between tasks?*
- *Spoken English- which students do you want to engage this lesson?*

--

<b>6 – Mini mock P1Q4</b>		
<b>Date:</b>		
<b>Feed forward</b> (what did I find out about my students last lesson that will be important to consider in this lesson? <i>E.g. what did my LSQ tell me? Where did they get stuck? What did they master?</i> )		<b>Literacy and speaking focus</b> (how will we achieve high standards in reading, writing and speaking?)
<b>Focus students for this lesson</b>		
<b>1.</b>	<b>2.</b>	<b>3.</b>



<p><b>Memory Platform</b> Silent, independent task</p> <p>1. Pupils read the extract and annotate what is happening.</p>	<p><b>LOs</b></p> <p>To <b>UNDERSTAND</b> what happens in act 1.</p>	<p><b>Learning overview</b></p> <p><u>First 30 mins = mini mock (10 mins reading extract, 20 mins writing)</u></p>	<p><b>Challenge and support required for learning activities</b></p>	<p><b>Set Task:</b></p>	<p><b>Homework</b></p> <p>Set lesson 5</p>
<p><b>AOs/ KPIs</b></p>	<p><b>Planned diagnostic formative assessment opportunities</b></p> <p>P1Q4 mini mock</p>	<p>Second part of the lesson:</p> <p>Class reading the rest of act 1. Different pupils to act different parts. Teacher to pause for comprehension questions and to pick out key quotations for analysis and discussion.</p> <p>Once act 1 is finished, pupils summarise what has happened so far in bullet points.</p>			

**Additional notes**

e.g.

- Suggested groupings for discussion/group work
- How will you use the homework due this lesson in a meaningful way?
- How will you transition between tasks?
- Spoken English- which students do you want to engage this lesson?

--

<b>7 How is Sheila presented in act 1?</b>		
<b>Date:</b>		
<b>Feed forward</b> (what did I find out about my students last lesson that will be important to consider in this lesson? <i>E.g. what did my LSQ tell me? Where did they get stuck? What did they master?</i> )		<b>Literacy and speaking focus</b> (how will we achieve high standards in reading, writing and speaking?)
<b>Focus students for this lesson</b>		
<b>1.</b>	<b>2.</b>	<b>3.</b>

<p><b>Memory Platform</b> Silent, independent task</p> <p>Complete the quotes (from HW list) and questions about what happened in act 1/historical context. STRETCH: Who said those quotes?</p>	<p><b>LOs</b></p> <p>To <b>KNOW</b> how a writer uses methods to convey meaning</p> <p>To <b>UNDERSTAND</b> how to structure an effective literature paragraph.</p> <p>To <b>BE ABLE TO</b> comment on why features have been used and impact on the audience</p>	<p><b>Learning overview</b></p> <p><b>Hook:</b> Bubble map – what do you already know about Sheila? Who is she? Can you add historical context?</p> <p><b>Key questions</b> How does Sheila come across throughout this anecdote?</p> <p>What is your reaction to her being ‘absolutely furious’ at Eva?</p>	<p><b>Challenge and support required for learning activities</b></p>	<p><b>Responsive formative assessment- how will I check learning?</b></p>	<p><b>Homework</b></p> <p>Set lesson 5</p>
<p><b>AOs/ KPIs</b></p> <p>Lit – AO1,2 and 3</p>	<p><b>Planned diagnostic formative assessment opportunities</b></p> <p>How is Sheila presented in act 1?</p>	<p><b>I, we, you:</b></p> <ol style="list-style-type: none"> <li>1. Pupils re-read Sheila’s interrogation and note down at least three quotes significant for Sheila.</li> <li>2. Class picks ‘three best quotes’ and pupils explode these in pairs, with feedback.</li> <li>3. Teacher questions pupils on Edwardian era for women and pupils add context to quote annotations.</li> <li>4. Teacher gives pupils lit paragraph and pupils annotate what it does well.</li> <li>5. Class write and then pupils write a paragraph.</li> </ol>			

**Additional notes**

*e.g.*

- *Suggested groupings for discussion/group work*
- *How will you use the homework due this lesson in a meaningful way?*
- *How will you transition between tasks?*
- *Spoken English- which students do you want to engage this lesson?*

**8 How is Gerald presented in his interrogation? (Act 2)**

**Date:**

**Feed forward** (what did I find out about my students last lesson that will be important to consider in this lesson? *E.g. what did my LSQ tell me? Where did they get stuck? What did they master?)*

**Literacy and speaking focus** (how will we achieve high standards in reading, writing and speaking?)

**Focus students for this lesson**

1.		2.		3.	
<p><b>Memory Platform</b> Silent, independent task</p> <p>Homework quiz. Pupils complete on scrap paper. Teacher marks.</p>	<p><b>LOs</b></p> <p>To <b>KNOW</b> how a writer uses methods to convey meaning</p> <p>To <b>UNDERSTAND</b> how to choose specific evidence to support ideas</p> <p>To <b>BE ABLE TO</b> comment on why features have been used and impact on the reader</p> <p><b>Planned diagnostic formative assessment opportunities</b></p> <p>How is Gerald presented in his interrogation?</p>	<p><b>Learning overview</b></p> <p><b>Hook:</b> 'Gerald Croft is an attractive chap about thirty, rather too manly to be a dandy but very much the well-bred young man-about-town.'</p> <ol style="list-style-type: none"> <li>1. See the photo of the dandy – what might it suggest if Gerald is 'too manly to be a dandy?'</li> <li>2. What are the connotations of 'well bred'?</li> <li>3. What does 'man about town' mean?</li> </ol> <p><b>Key questions</b> Why do you think Gerald talks to the Inspector 'steadily' and 'carefully'?</p> <p>Do you think Gerald's abandonment of Eva is the worst thing she has experienced so far or not?</p> <p>Do you think Gerald truly loved Eva/Daisy or do you think this is another example of the rich exploiting the poor?</p> <p><b>I, we, you:</b></p>	<p><b>Challenge and support required for learning activities</b></p>	<p><b>Responsive formative assessment- how will I check learning?</b></p>	<p><b>Homework</b></p> <p>Revise the spellings and definitions for a vocab test:</p> <ol style="list-style-type: none"> <li>1. Patriarchal society</li> <li>2. Subservient</li> <li>3. Oppression</li> <li>4. Dramatic irony</li> <li>5. Empathy</li> <li>6. Sympathy</li> <li>7. Anguish</li> </ol> <p>Complete reading and comprehension Qs.</p>
<p><b>AOs/ KPIs</b></p> <p>Lit A01,2 and 3</p>					

Class reads Gerald's interrogation with questioning from the teacher.

Teacher displays adjectives on the board (clever, deceitful, controlled, unkind etc). Students in pairs search for quotes that match these words.

Teacher models inference grid analysis. Then, pupils pick a quotation and complete an inference grid.

Pupils look back to Sheila paragraphs and class comes up with success criteria.

Pupils write a lit paragraph solo.

**Additional notes**

*e.g.*

- *Suggested groupings for discussion/group work*
- *How will you use the homework due this lesson in a meaningful way?*
- *How will you transition between tasks?*
- *Spoken English- which students do you want to engage this lesson?*

--

**9 P1Q4 mini mock feedback lesson**  
**Date:**

<b>Feed forward</b> (what did I find out about my students last lesson that will be important to consider in this lesson? <i>E.g. what did my LSQ tell me? Where did they get stuck? What did they master?</i> )	<b>Literacy and speaking focus</b> (how will we achieve high standards in reading, writing and speaking?)
--	---

**Focus students for this lesson**

1.	2.	3.
----	----	----

<p><b>Memory Platform</b> Silent, independent task</p> <p>Key vocab/terminology match up based on misconceptions</p>	<p><b>LOs</b></p> <p>To <b>KNOW</b> what makes a good P1Q4 answer</p> <p>To <b>UNDERSTAND</b> the strengths and weaknesses of my answer</p> <p>To <b>BE ABLE TO</b> write an improved piece.</p> <p><b>Planned diagnostic formative assessment opportunities</b></p>	<p><b>Learning overview</b></p> <p><b>Hook: Teacher displays two answers from the mini mock. Pupils decide which is better and why.</b></p> <p><b>I, we, you:</b> Teacher discusses misconceptions and shows pupils examples of best work.</p> <p>Pupils write out and complete targets in red pen. Pupils use success criteria on the board to give themselves further WWW/EBI.</p> <p>Pupils apply this to a new P1Q4 (Jaws).</p>	<p><b>Challenge and support required for learning activities</b></p>	<p><b>Responsive formative assessment- how will I check learning?</b></p>	<p><b>Homework</b></p> <p>Set lesson 8</p>
--	--	---	--	---	--

	<p>Focus this part of your answer on the second half of the extract from line 21 to the end.</p> <p>A student, having read this extract, said 'The writer clearly portrays the shark to be powerful and skilful whilst the woman seems vulnerable and weak.'</p> <p>To what extent do you agree?</p>				
--	--	--	--	--	--

**Additional notes**

*e.g.*

- *Suggested groupings for discussion/group work*
- *How will you use the homework due this lesson in a meaningful way?*
- *How will you transition between tasks?*
- *Spoken English- which students do you want to engage this lesson?*



--

<b>10 How is Mrs Birling presented during her interrogation? (Act 2)</b>		
Date:		
<b>Feed forward</b> (what did I find out about my students last lesson that will be important to consider in this lesson? <i>E.g. what did my LSQ tell me? Where did they get stuck? What did they master?</i> )		<b>Literacy and speaking focus</b> (how will we achieve high standards in reading, writing and speaking?)
<b>Focus students for this lesson</b>		
1.	2.	3.

<p><b>Memory Platform</b> Silent, independent task</p> <p>Complete the Mrs Birling quotes + context linked to women/class.</p> <p>Label the word types in a given quote.</p>	<p><b>LOs</b></p> <p>To <b>KNOW</b> what Mrs Birling did to harm Eva Smith.</p> <p>To <b>UNDERSTAND</b> how Priestley uses language to make Mrs Birling a dislikeable character.</p>	<p><b>Learning overview</b></p> <p><b>Hook: Video explaining the Suffragette movement.</b></p> <p>What was the suffragette movement?</p> <p>How do you think Mrs Birling would feel about this? Why?</p> <p><b>Key questions</b></p> <p>What kind of language does Mrs Birling use? How does Priestley portray her?</p>	<p><b>Challenge and support required for learning activities</b></p>	<p><b>Responsive formative assessment- how will I check learning?</b></p>	<p><b>Homework</b></p> <p>Set lesson 8</p>
<p><b>AOs/ KPIs</b></p> <p>Lit – AO2 and 3</p>	<p>To <b>BE ABLE TO</b> plan a literature answer.</p> <p><b>Planned diagnostic formative assessment opportunities</b></p> <p><b>How is Mrs Birling presented during her interrogation?</b></p>	<p>How does the Inspector lead Mrs Birling on and manipulate her?</p> <p>Which organization is Mrs Birling a member of? What do they do? Why does Eva Smith go to them?</p> <p><b>I, we, you:</b></p> <p>As pupils read Mrs B's interrogation, teacher questions for comprehension + analysis.</p> <p>Pupils add Mrs B quotes to analysis grid.</p> <p>After reading, pupils use the grid to analyse quotes and link in context. (First box complete, second complete as a class, then pupils complete solo/in pairs)</p>			

		Teacher explains how to plan an AIC essay and models this on the board. Class complete Mrs Birling essay plan in pairs and feedback.			
--	--	--	--	--	--

**Additional notes**

*e.g.*

- *Suggested groupings for discussion/group work*
- *How will you use the homework due this lesson in a meaningful way?*
- *How will you transition between tasks?*
- *Spoken English- which students do you want to engage this lesson?*

**11 Essay writing masterclass: How does Priestley explore class in AIC?**

**Date:**

**Feed forward** (what did I find out about my students last lesson that will be important to consider in this lesson? *E.g. what did my LSQ tell me? Where did they get stuck? What did they master?*)

**Literacy and speaking focus** (how will we achieve high standards in reading, writing and speaking?)

**Focus students for this lesson**

1.		2.		3.	
<p><b>Memory Platform</b> Silent, independent task</p> <p>Fill in the gaps for key class quotes/quotes from previous HW.</p> <p>Quiz on names of different classes/relevant context points.</p>	<p><b>LOs</b></p> <p>To <b>KNOW</b> what a literature essay looks like and includes.</p> <p>To <b>UNDERSTAND</b> how a literature essay is graded</p>	<p><b>Learning overview</b></p> <p><b>Hook:</b> Pupils given a quote each, linking to class. They must annotate this and then decide in pairs which quote would be a better one to analyse and why. (Opportunity for teacher to remind pupils of 'rich words'/connotations)</p>	<p><b>Challenge and support required for learning activities</b></p>	<p><b>Set Task:</b></p>	<p><b>Homework</b></p> <p>Set lesson 8</p>
<p><b>AOs/ KPIs</b></p> <p>Lit – AO1, 2 and 3</p>	<p>To <b>BE ABLE TO</b> assess, plan and write a literature essay.</p> <p><b>Planned diagnostic formative assessment opportunities</b></p> <p>How does Priestley explore class?</p>	<p><b>Key questions</b></p> <p>What are the connotations of that word? How can we link that back to class in AIC?</p> <p>Why might Priestley choose for THAT character to say that? How does that quote make us feel about that character?</p> <p><b>I, we, you:</b></p> <p>Teacher explains AOs. Pupils pick out where these are met in exemplar essay and create a success criteria based on AOs.</p> <p>Teacher shows pupils 2-3 example paragraphs and pupils decide which is better and why.</p> <p>Teacher shows exemplar essay plan (on different topic) and talks through how to plan.</p>			

		<p>Class start essay plan and pupils finish this in pairs/solo.</p> <p>Pupils write up their first paragraph, with teacher circulating/using visualiser for feedback.</p> <p>Pupils assess their work from success criteria/label AOs.</p>			
--	--	--	--	--	--

**Additional notes**

*e.g.*

- *Suggested groupings for discussion/group work*
- *How will you use the homework due this lesson in a meaningful way?*
- *How will you transition between tasks?*
- *Spoken English- which students do you want to engage this lesson?*

**12 Literature assessment - How does Priestley use the character of Mrs Birling to explore ideas about social class?**

<b>Date:</b>	
<p><b><u>Feed forward</u></b> (what did I find out about my students last lesson that will be important to consider in this lesson? <i>E.g. what did my LSQ tell me? Where did they get stuck? What did they master?</i>)</p>	<p><b><u>Literacy and speaking focus</u></b> (how will we achieve high standards in reading, writing and speaking?)</p>

<b>Focus students for this lesson</b>					
1.		2.		3.	
<u>Memory Platform</u> Silent, independent task  HW vocabulary quiz – pupils complete on scrap paper and teacher marks.	<u>LOs</u> To <b>KNOW</b>  To <b>UNDERSTAND</b>  To <b>BE ABLE TO</b>	<u>Learning overview</u>  <b>First 50 minutes: AIC essay, completed in test conditions.</b>  <b>Second half of the lesson:</b>  <b>Group specific reading – either finish act 2/fill in any reading gaps or start reading act 3, ready for the next lesson on Eric’s interrogation.</b>  <b>As class reads, teacher questions pupils for analysis and comprehension and pupils notes down key quotes.</b>  <b>Key question for end of act 2: What do you think will be revealed at the start of act 3?</b>	<u>Challenge and support required for learning activities</u>	<u>Set Task:</u>  <b>Assessment Task</b>  <b>How does Priestley use the character of Mrs Birling to explore ideas about social class?</b>  <b>Pupils have 50 minutes for this essay.</b>	<u>Homework</u>  Learn the context points on your knowledge organiser.  Complete reading and comprehension Qs.
<u>AOs/ KPIs</u>	<u>Planned diagnostic formative assessment opportunities</u>				
<u>Additional notes</u>  e.g.  <ul style="list-style-type: none"> <li>- Suggested groupings for discussion/group work</li> <li>- How will you use the homework due this lesson in a meaningful way?</li> <li>- How will you transition between tasks?</li> <li>- Spoken English- which students do you want to engage this lesson?</li> </ul>					

--

<b>13 Act 3 – Eric’s interrogation, P1Q4 - A teacher, having read this part of the text said ‘It is clear that Eric is sorry for what he has done. He is a likeable character in this part of the play’. To what extent do you agree?</b>	
Date:	
<b>Feed forward</b> (what did I find out about my students last lesson that will be important to consider in this lesson? <i>E.g. what did my LSQ tell me? Where did they get stuck? What did they master?</i> )	<b>Literacy and speaking focus</b> (how will we achieve high standards in reading, writing and speaking?)
<b>Focus students for this lesson</b>	

1.		2.		3.	
<p><b>Memory Platform</b> Silent, independent task</p> <p>Quiz based on the plot so far, context (to support HW learning) and key quotes.</p>	<p><b>LOs</b></p> <p>To <b>KNOW</b> what Eric is guilty of any how he reacts.</p> <p>To <b>UNDERSTAND</b> how to form a viewpoint about a statement</p>	<p><b>Learning overview</b></p> <p><b>Hook:</b> How do we know if someone is sorry for what they have done? What might they say/do? STRETCH: Who seems repentant in the play so far? Why might Priestley choose for particular characters to not accept responsibility?</p>	<p><b>Challenge and support required for learning activities</b></p>	<p><b>Responsive formative assessment- how will I check learning?</b></p>	<p><b>Homework</b></p> <p>Set lesson 12</p>
<p><b>AOs/ KPIs</b></p> <p>Lang – AO1 + AO4</p>	<p>To <b>BE ABLE TO</b> evaluate a statement, using chosen evidence.</p> <p><b>Planned diagnostic formative assessment opportunities</b></p>	<p><b>Key questions</b> “This is the chapter where it becomes clear that Napoleon is a villain- and some of the other, previously loyal characters start to see this too”. To what extent do you agree?</p> <p><b>I, we, you:</b> Teacher introduces the statement. As pupils read Eric’s interrogation, they note down quotations in ‘for/against’ planning grids.</p> <p>In pairs, pupils try to convince each other either for/against the statement. Reflection: which evidence was the most convincing and why?</p>			



Teacher collates most convincing evidence on the board and pupils add methods.

Class write P1Q4 paragraph, followed by solo write.

**Additional notes**

*e.g.*

- *Suggested groupings for discussion/group work*
- *How will you use the homework due this lesson in a meaningful way?*
- *How will you transition between tasks?*
- *Spoken English- which students do you want to engage this lesson?*

**14 Act 3 (Lit): How does Priestley use Goole's final speech to reinforce his opinions on social justice?**

**Date:**

**Feed forward** (what did I find out about my students last lesson that will be important to consider in this lesson? *E.g. what did my LSQ tell me? Where did they get stuck? What did they master?*)

**Literacy and speaking focus** (how will we achieve high standards in reading, writing and speaking?)

<b>Focus students for this lesson</b>					
1.		2.		3.	
<p><b>Memory Platform</b> Silent, independent task</p> <p>Homework quiz (context)</p>	<p><b>LOs</b></p> <p>To <b>KNOW</b> how a writer uses methods to convey meaning</p> <p>To <b>UNDERSTAND</b> how to choose specific evidence to support ideas</p>	<p><b>Learning overview</b></p> <p><b>Hook: Connotations of the name Goole? Why might it have been used?</b></p> <p>(Key info: As well as relating to ghosts, in Arabic mythology, a ghoul is a flesh-eating monster).</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What is Priestley’s view about the importance of society?</li> <li>• When addressed to an audience in 1946, what is Priestley’s message to the audience at the end of the speech?</li> <li>• Why does Priestley use the Inspector to deliver this speech?</li> </ul> <p><b>I, we, you:</b> Pupils read Inspector Goole’s final speech and pick out any quotations which support Priestley’s socialist message.</p> <p>Teacher introduces the idea of Goole as the author’s mouthpiece.</p>	<p><b>Challenge and support required for learning activities</b></p>	<p><b>Responsive formative assessment- how will I check learning?</b></p>	<p><b>Homework</b></p> <p>Memorise quotes from act 2 and 3</p> <ol style="list-style-type: none"> <li>1. Girls of that class</li> <li>2. ‘If men will not learn that lesson, they’ll be taught it in fire and blood and anguish’</li> <li>3. We are members of one body</li> <li>4. ‘I wasn’t in love with her or anything. She was pretty and a good sport’</li> <li>5. ‘I’d give thousands, yes thousands’</li> <li>6. ‘It frightens me the way you talk’</li> </ol> <p>Complete reading and comprehension Qs.</p>
<p><b>Key words</b></p> <p>Edify (verb): instruct or improve (someone) morally or intellectually</p> <p>Harbinger of doom: a warning of bad things to come</p>	<p>To <b>BE ABLE TO</b> comment on why features have been used and impact on the reader</p> <p><b>Planned diagnostic formative assessment opportunities</b></p> <p>How does Priestley use Goole’s final speech to reinforce his opinions on social justice?</p>				

		<p>Reflection: pupils decide which statement best describes Goole (from a selection on the board). Then, best quotation and annotate.</p> <p>Teacher shows exemplar paragraph. Pupils start a class write and finish this solo.</p>			
--	--	---	--	--	--

**Additional notes**

*e.g.*

- *Suggested groupings for discussion/group work*
- *How will you use the homework due this lesson in a meaningful way?*
- *How will you transition between tasks?*
- *Spoken English- which students do you want to engage this lesson?*

**15 Assessment feedback lesson**

**Date:**

**Feed forward** (what did I find out about my students last lesson that will be important to consider in this lesson? *E.g. what did my LSQ tell me? Where did they get stuck? What did they master?*)

**Literacy and speaking focus** (how will we achieve high standards in reading, writing and speaking?)

<u>Focus students for this lesson</u>		1.	2.	3.	
<u>Memory Platform</u> Silent, independent task  Quiz on key vocab and quotations	<u>LOs</u> To <b>KNOW</b> what makes a good literature essay.  To <b>UNDERSTAND</b> the strengths and weaknesses of my answer.  To <b>BE ABLE TO</b> apply my reflections to a new question.  <u>Planned diagnostic formative assessment opportunities</u>	<u>Learning overview</u>  Teacher should talk pupils through the one page feedback sheet and ensure this is in pupils' books.  This could include showing examples of misconceptions and getting pupils to change them/ pick out which answers are best.  It could also include MCQ based on errors such as word types etc.  Pupils should complete coded targets/improvements and then apply their learning to another question.	<u>Challenge and support required for learning activities</u>	<u>Responsive formative assessment- how will I check learning?</u>	<u>Homework</u>  Set lesson 14
<u>AOs/ KPIs</u>					

**Additional notes**

*e.g.*

- *Suggested groupings for discussion/group work*
- *How will you use the homework due this lesson in a meaningful way?*
- *How will you transition between tasks?*
- *Spoken English- which students do you want to engage this lesson?*

**16 P2Q4: Compare how the Mr Birling and Inspector Goole convey their different attitudes to social responsibility.**

Date:

**Feed forward** (what did I find out about my students last lesson that will be important to consider in this lesson? *E.g. what did my LSQ tell me? Where did they get stuck? What did they master?*)

**Literacy and speaking focus** (how will we achieve high standards in reading, writing and speaking?)

**Focus students for this lesson**

1.	2.	3.
----	----	----

<p><b>Memory Platform</b> Silent, independent task</p> <ol style="list-style-type: none"> <li>When was AIC set? <b>Bonus point</b> – what was this era called?</li> <li>What was life like in 1912?</li> <li>Politically, what happened in 1945?</li> <li>What was the labour party message? What did they call/ask for?</li> <li>What did Priestley want the audience to do as a result of his play?</li> </ol>	<p><b>LOs</b></p> <p>To <b>KNOW</b> the difference between a perspective and opinion.</p> <p>To <b>UNDERSTAND</b> how writers use methods to convey an opinion.</p> <p>To <b>BE ABLE TO</b> analyse and compare language used, linking it back to characters' opinions.</p> <p><b>Planned diagnostic formative assessment opportunities</b></p>	<p><b>Learning overview</b></p> <p><b>Hook:</b> Pupils look at image of riot (police and crowd): How would you view this riot if you were one of the police? How would you view this riot if you were one of the rioters? From here, pupils define perspective/opinion.</p> <p><b>Key questions</b> What is a perspective? How is it different to an opinion?  How are Mr Birling's and Inspector Goole's perspectives different?</p> <p><b>I, we, you:</b></p> <ol style="list-style-type: none"> <li>Teacher defines social responsibility.</li> <li>Class read extracts (bees in a hive speech for Mr B and blood, fire and anguish speech for Goole) and pick</li> </ol>	<p><b>Challenge and support required for learning activities</b></p>	<p><b>Responsive formative assessment- how will I check learning?</b></p>	<p><b>Homework</b></p> <p>Set lesson 14</p>
<p><b>AOs/ KPIs</b></p> <p>Lang – AO1+AO3</p>					

- |  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | <p>out three quotes,<br/>annotating methods.</p> <ol style="list-style-type: none"><li>3. Think-pair-share: how do the characters feel about social responsibility?</li><li>4. Class planning grid on the board.</li><li>5. Exemplar – what does this paragraph do well?</li><li>6. Pupils write with ticklist and sentence starts</li><li>7. Pupils peer assess from ticklist.</li></ol> |  |  |  |
|--|--|---|--|--|--|

**Additional notes**

*e.g.*

- *Suggested groupings for discussion/group work*
- *How will you use the homework due this lesson in a meaningful way?*
- *How will you transition between tasks?*
- *Spoken English- which students do you want to engage this lesson?*

**17 ASSESSMENT lesson – Part 1: P2Q4 Generation gap. Part 2: P2Q4 Mini mock**

**Date:**

<p><b>Feed forward</b> (what did I find out about my students last lesson that will be important to consider in this lesson? <i>E.g. what did my LSQ tell me? Where did they get stuck? What did they master?</i>)</p>	<p><b>Literacy and speaking focus</b> (how will we achieve high standards in reading, writing and speaking?)</p>
--	--

**Focus students for this lesson**

1.	2.	3.
----	----	----

<p><b>Memory Platform</b> Silent, independent task</p> <ol style="list-style-type: none"> <li>1. What acronym do we use for P2Q4? Why is it super?</li> <li>2. What is a perspective?</li> <li>3. How is Mr Birling’s perspective different to Sheila and Eric?</li> <li>4. Why might he view Eva Smith’s death differently because of this perspective?</li> </ol>	<p><b>LOs</b></p> <p>To KNOW</p> <p>To UNDERSTAND</p> <p>To BE ABLE TO</p> <p><b><u>Planned diagnostic formative assessment opportunities</u></b></p>	<p><b>Learning overview: First half</b>  <b>Hook: Consider the following questions. Would your answer be the same as your parents and/or grandparents?</b></p> <ul style="list-style-type: none"> <li>• How long is acceptable to spend on a games console each day?</li> <li>• Which political party would govern in the country’s best interest?</li> <li>• Do you believe in God?</li> </ul> <p>Show pupils the generational divide in voting 2017.</p> <p><b>Key questions</b>          Have the younger/older characters changed from the start? Why?</p>	<p><b>Challenge and support required for learning activities</b></p>	<p><b>Set Task:</b></p> <p><b><u>First half of the lesson:</u></b> How do the younger and older Birlings portray their perspectives and attitudes to the Inspector’s visit and their involvement in Eva’s death?</p> <p><b><u>Second half of the lesson:</u></b> P2Q4 mini mock (15 mins reading, 20 mins writing)</p>	<p><b>Homework</b></p> <p>Set lesson 14</p>
---	--	--	--	--	---



<p><b>AOs/ KPIs</b></p> <p>Lang - AO1+AO3</p>		<p>How are the younger/older generations' reactions to the inspector different?</p> <p><b>I, we, you:</b> Read act 3 from 'you're the one I blame for this' to 'don't be childish Sheila'. Pupils pick out quotes to show how younger/older generation react to the Inspector's visit. Pupil complete partially completed planning grid.</p> <p>Teacher shows average example paragraph and class level it up.,</p>			
---	--	---	--	--	--

**Additional notes**

e.g.

- Suggested groupings for discussion/group work
- How will you use the homework due this lesson in a meaningful way?
- How will you transition between tasks?
- Spoken English- which students do you want to engage this lesson?

--

**18. Debate: Who is most to blame for the death of Eva Smith?**

**Date:**

<b>Feed forward</b> (what did I find out about my students last lesson that will be important to consider in this lesson? <i>E.g. what did my LSQ tell me? Where did they get stuck? What did they master?</i> )	<b>Literacy and speaking focus</b> (how will we achieve high standards in reading, writing and speaking?)
--	---

**Focus students for this lesson**

1.	2.	3.
----	----	----

<p><b><u>Memory Platform</u></b>                  Silent, independent task                  1. What should be included in a speech?                   Quiz on persuasive devices and key quotes for blame/social responsibility.</p>	<p><b><u>LOs</u></b>                  To <b>KNOW</b> the conventions of a persuasive speech                   To <b>UNDERSTAND</b> how to pick out evidence and use it to persuade others                   To <b>BE ABLE TO</b> write a persuasive speech   <b><u>Planned diagnostic formative</u></b></p>	<p><b><u>Learning overview</u></b>                  Hook: Who do you think is most to blame for Eva’s death? Why?                  Do you think we can undo our mistakes?   <b>Key questions</b>                  1. What are all the reasons your character is guilty?                  2. What are all the reasons your character is innocent?                  3. How can you undermine your opponent’s argument?</p>	<p><b><u>Challenge and support required for learning activities</u></b></p>	<p><b><u>Responsive formative assessment- how will I check learning?</u></b></p>	<p><b><u>Homework</u></b>                  Set lesson <u>14</u></p>
<p><b><u>AOs/ KPIs</u></b>                   Lang – AO1 + AO4                   Lit – AO1</p>					

	<p><b><u>assessment opportunities</u></b></p>	<p>4. <b>Did they show remorse/guilt after she died?</b></p> <p>5. <b>How might context affect their attitude (e.g. capitalism in Edwardian era, treatment of women)?</b></p> <p><b>I, we, you:</b> Pupils give examples of where each character does/doesn't show responsibility. The first character is completed on the board, the second as a class and the others in pair/solo work.</p> <p>Pupils look at an example speech. Pairs are given a character and need to write a speech arguing why they are innocent/guilty.</p> <p>Pupils conduct a mock trial and vote 'who is the most guilty and why?'</p>			
--	---	---	--	--	--

### Additional notes

e.g.

- Suggested groupings for discussion/group work
- How will you use the homework due this lesson in a meaningful way?
- How will you transition between tasks?
- Spoken English- which students do you want to engage this lesson?

### 19 Mini mock feedback

Date:

**Feed forward** (what did I find out about my students last lesson that will be important to consider in this lesson? E.g. what did my LSQ tell me? Where did they get stuck? What did they master?)

**Literacy and speaking focus** (how will we achieve high standards in reading, writing and speaking?)

### Focus students for this lesson

1.

2.

3.

#### Memory Platform

Silent, independent task

Homework quote quiz

#### LOs

To **KNOW** what makes a good P2Q4 answer

To **UNDERSTAND** the strengths and weaknesses of my answer

#### Learning overview

Teacher should talk pupils through the one page feedback sheet for P2Q4 and ensure this is in pupils' books.

This could include showing examples of misconceptions and getting pupils to change them/ pick out which answers are best.

#### Challenge and support required for learning activities

#### Responsive formative assessment- how will I check learning?

#### Homework

Set Half term HW

<p><b>AOs/ KPIs</b></p>	<p>To <b>BE ABLE TO</b> write an improved piece.</p> <p><b><u>Planned diagnostic formative assessment opportunities</u></b></p>	<p>It could also include MCQ based on errors such as word types etc.</p> <p>Pupils should complete coded targets/improvements and then apply their learning to another question (strike extracts).</p>			
-------------------------	---	--	--	--	--

**Additional notes**

*e.g.*

- *Suggested groupings for discussion/group work*
- *How will you use the homework due this lesson in a meaningful way?*
- *How will you transition between tasks?*
- *Spoken English- which students do you want to engage this lesson?*

