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| **Core Knowledge Map** | | | |
| Subject: English Literature | Year: 10 | | Term: 1.1 |
| What are we learning? | | | |
| We are learning about Priestley’s *An Inspector Calls* play | | | |
| How will I be assessed? | | | |
| * Analytical essay with a focus on character or theme – not based on a given extract * In class mini-mock | | | |
| Big questions: | | | |
| What happens in ‘An Inspector Calls’?  How do the characters develop and change throughout the plot?  How does the play demonstrate key themes?  How does the context of Edwardian English influence the writer’s choices?  What is social responsibility and how does it impact us? | | | |
| How does this build on previous learning? | | How will this link to my future learning? | |
| We have already studied the concept of allegory through *A Christmas Carol* in year 7 and *Animal Farm* in year 8.  We have explored how context impacts on writer’s choices in *The Hate U Give* in year 9, and why a writer might writer a text to give a specific message.  We have used the analytical essay structure in *The Tempest* and *The Hate U Give*  We have analysed a range of writers’ methods in all reading units | | If you were to take English Literature at A Level, this develops core skills of analysis, evaluation, references to historical and social context and essay writing.  These skills are also transferable and can be applied to other subjects across a range of levels of education and in many careers. | |
| Core knowledge: | | Key vocabulary: | |
| The key plots points of the play  The characters of the play  Key themes: social responsibility, age, gender, class, power  The history of Edwardian England and the social inequalities of the era  Writer’s methods / terminology  Structure of an analytical essay – not based on an extract | | **Priestley** – *author of the play*  **Socialism** – *a social system based on sharing of wealth*  **Capitalism** – *a social system based on the wealth* *being owned by the rich/powerful*  **Social responsibility** – *taking responsibility for your wider community*  **Social inequality** – *being at a social disadvantage* *because of your: age, gender, class*  **Minority groups** – *a group of people on the ‘outside’ of social because of their: age, gender, class, race*  **Omniscient** – *something that is all seeing*  **Didactive** – *something that intends to teach you a lesson*  **Prejudice** – *to discriminate against someone*  **Misogynistic** – *extremely sexist*  **Patriarchy** – *male dominated society*  **Conscience** – *a sense of right and wrong* | |
| Need more help? | | | |
| Use the following playlist link to:  Watch a plot summary, revise characters and themes, revise key act elements, explore exemplar work, revise historical context  <https://www.youtube.com/watch?v=FOeASYrxL1c> | | | |