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| **Unit Focus** | Overview | Assessment Task Title | Key texts |
| **Autumn 1:**  **An Inspector Calls** | In this half-term, study will largely be focused through JB Priestley’s An Inspector Calls for GCSE English Literature Unit 2, but will also include non-fiction, literary extracts and poetry connected to the themes of industry, inequality, conflict, and catastrophe to develop understanding of context and skills for GCSE English Language and the poetry sections of Literature Unit 2. It is recommended that students cover the whole play fairly swiftly within the first half of the half term, allowing the drama to drive the lessons, and then reviewing key sections and ideas once students have an understanding of how the whole play works. Teachers can use this unit to develop creative writing skills, using image prompts, evaluative responses and writing for specific genres using the play as a springboard. | How does Priestley present problems with Mr Birling’s attitudes in the play?    How does Priestley explore contrasts in An Inspector Calls?  How does Priestley present tension in An Inspector Calls?  How is Eric presented throughout the play? | * Heaney, *Follower* [comparison of father-son relationships) * Duffy, *Before you were mine* [use the poem to inspire a piece of creative writing from Eva Smith to her child] * Christopher Edge (ed.) 19th Century Fiction and Non-Fiction (esp. ‘Men and Women’; ‘The World of Work’; ‘Rich and Poor’ |
| **Autumn 2:**  **Short stories:**  **Structure and Evaluation** | This half term will be focused on developing students’ skills for Language Paper 1 and will look closely at developing students’ ability to analyse structure and language, and to evaluate. Students will be introduced to a range of short extracts that they will use to discuss how character, action and detail is developed and will practice creating their own evaluative statements. | Q3 and Q3 from Language Paper 1 Explorations in Creative Reading and Writing using unseen extracts | * *The Thing Around Your Neck*, Chimamanda Ngozi Adiche * Specified excerpts from literary fiction |
| **Spring 1 and 2:**  **Jekyll and Hyde** | Similar to the format of the Macbeth exam, students will be given a select extract from the novel and asked to respond to a task using the extract and the wider novel. Students are assessed on their understanding and interpretations as a whole, analysis of language and structure, and understanding of context. The exam is closed book, so although the whole text should be covered with students, the focus of teaching should primarily be on pivotal moments within the text. | Read extract from chapter two and respond to:  Starting with this extract how does Stevenson present Mr Hyde as a frightening outsider?  (more to follow) | * Browning, *Porphyria’s Lover* [presentation of madness, obsession and punishment] * 19th c non-fiction texts on grave robbing * Nonfiction articles on the Whitechapel murders |
| **Summer 1:**  **Poetry 7 weeks** | Students will study 15 poems from a specified anthology and will also need preparation for an unseen element of the exam. All poems should be introduced as unseen, with the focus on students reading analytically for meaning. It would also be beneficial to introduce poems in pairs, so that the skills of comparison are embedded in teaching in almost every lesson. All fifteen poems will need to be covered in some depth and students should be prepared to answer questions on any one of them; pupils will need a solid understanding of how poems can be grouped thematically and students will need to know methods of comparison. In the exam, there will be 3 questions- one on the anthology, one on an unseen poem and one unseen comparison. | *Compare how poets present attitudes towards a parent in* ***‘Follower’*** *and in* ***one other poem*** *from ‘Love and relationships’.*  In both ‘Poem for My Sister’ and ‘To a Daughter Leaving Home’ the speakers describe feelings about watching someone they love grow up. What are the similarities and/or differences between the ways the poets present those feelings? | Poetry Past and Present: Love and Relationships cluster  BBC Bitesize  Lessons on shared area  Legacy lessons on poetry on shared area |
| **Summer 2**  **Polemic writing**  **7 weeks** | Students will learn the skills of writing for impact, how to use a range of rhetorical devices, writing for a specific purpose, organise work coherently, and how to maintain a consistent point of view. Technical accuracy should be a focus in every lesson.  Teachers should use the 19th Century texts to model polemic writing and to familiarise students with language use and syntax. Comparison between 19th C and modern day polemic texts should be taught implicitly throughout this unit, with students evaluating which is more effective for purpose.  Students need to be familiar with features of different types of non-fiction writing and features to argue, persuade, advise and inform. | The following statement has appeared in an article on a Lifestyle website:  *‘Nobody with any sense would want to live in a dirty, noisy city when they could live on a small island surrounded by fresh air and natural beauty.’*  Write an article in reply, which argues your views on the points made in the statement | ***19th Century Fiction and Non Fiction,* Christopher Edge**  **EMC resources on shared area**  **Lessons on shared area**  **Legacy lessons on Unit 1 Questions 4 and 6** |