

Home-School Learning Collaboration – GCSE English Language

Topics in this cycle: An Inspector Calls	Taught: Summer 2	Year Group: 9
Key knowledge/concepts to be learnt ('Tell me about....')		Websites/blogs/YouTube links and further reading to deepen and consolidate learning
<p>What are the differences between Socialism and Capitalism, and the differences between a Labour and Conservative government?</p> <ul style="list-style-type: none"> Identify and understand socialism and capitalism. Explain the difference between the different ideologies. <p>What are key early 20th century events, attitudes and values of the United Kingdom?</p> <ul style="list-style-type: none"> Know and understand the different attitudes and values of the time and how this impacted society. <p>How do playwrights use characters as vehicles to express different concerns and ideas?</p> <ul style="list-style-type: none"> Know how writers use characters as vehicles for own viewpoints. Comment on and explain how writers use characters as constructs. 		<p>https://www.atgtickets.com/shows/an-inspector-calls/</p> <p>https://www.bl.uk/works/an-inspector-calls</p> <p>https://www.theatreroyal.org.uk/events/an-inspector-calls/</p>

Home-School Learning Collaboration – GCSE English Language

Key Vocabulary and Definitions To Be Learnt		What Will the Assessment Look Like?
capitalism (n) kap-i-tl-iz-uhm	An economic and political system in which property, business, and industry are owned by private individuals and not by the state	Students will sit a BASE assessment during this unit of work, covering essential non-fiction skills linked to their previous experience in this area.
characteronym (n)	A name given to a literary character that fits the personality or physical appearance of the character.	
construct (n)	A character or setting that is created by a writer.	Therefore, this unit will be assessed by an in-class deliberate practice task, where the teacher will determine key literature skills that need addressing as students progress to studying 'A Christmas Carol' in year 10.
cyclical structure (n) sik-li-ki-kuhl struhk-cher	Where the last line/section/chapter of a text takes readers back to/reminds them of the beginning of it.	
dramatic irony (n) druh-mat-ik ahy-ruh-nee	The audience knows more about situations, causes of conflicts and their resolutions, before the leading characters do.	Students will complete an analysis task around a key theme from the text. Work will not receive a score, but will be judged as secure or not secure across key skills.
exploitation (n) ek-sploi-tye-shuhn	Treating someone unfairly by asking them to do things for you, but giving them very little in return.	
generation (n)	All of the people born and living at about the same time, regarded collectively.	Family Learning Opportunities Watch current news and engage in conversations around current political issues and ideologies. Discuss social responsibility – how it is important that everyone in society is looked after – and what institutions in the government and society help us do this.
individualistic (n)	More interested in individual people than in society as a whole.	
misogyny (n)	Hatred or prejudice against women, typically exhibited by men	
omniscient (adj)	all-knowing	
social responsibility (n)	Individuals and companies must act in the best interests of their environment and society as a whole.	
socialism (n)	A political and economic system where the means of production, distribution, and exchange should be owned or regulated by the community as a whole.	
stage directions (n) steyj / dih-rek-shuhns	An instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting.	
superficial (adj)	Existing or occurring at or on the surface.	
symbolism (n) sim-buh-liz-uhm	The use of symbols to represent ideas or qualities.	