

**LEARNING PLAN SPRING 1**  
**YEAR/BLWYDDYN: 11 SUBJECT/PWNC: ENGLISH**

Knowledge Focus: Literature Unit 2, Section A: 'An Inspector Calls'; Language Unit 1: Individual Research Presentation; Unit 3: Argumentation, Persuasion and Information.



**Skills, knowledge and understanding to be developed in this Learning Plan:**

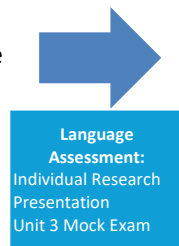
- **Skills:** be able to effectively discuss a topic independently;
- **Knowledge:** know how to write argumentation and persuasion texts;
- **Understanding:** understand the structure and mark schemes of the Literature Unit 2 Section A Exam and the Language Unit 1 N.E.A. and Unit 3 Exam.

**Key terms to be learned in this LP:**

Complacent, contrite, didactic, evasive, exploitative, paternalistic, patronising, prophetic, sanctimonious, subservient

**Week/Wythnos 1 Learning Objectives:**

- Practise the individual presentation in preparation for the assessment.
- Complete the independent presentation.
- Complete the Unit 3 English Language mock paper.



**Objective Assessments:**

Be able to:  
 Deliver individual NEA presentation clearly with a sustained focus and controlled pace. Use purposeful vocabulary choices and rhetorical strategies to express ideas convincingly.  
 Demonstrate secure awareness of audience through tone, register and body language. Respond to questions with clarity, drawing on relevant evidence or examples.

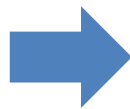
**Homework/Gwaith Cartref:**

*Editing task.*

**Set:** W/B 6<sup>th</sup> January  
**Due:** W/B 12<sup>th</sup> January

**Week/Wythnos 2 Learning Objectives:**

- Understand the key social, cultural and political ideas that shape the play.
- Explore J. B. Priestley's intentions and beliefs.
- Begin reading the play, annotating stage directions and first impressions of the Birlings.



**Objective Assessments:**

Be able to:  
 Explain key features of Britain in 1912 (class, gender, labour). Describe Priestley's viewpoint and link it to his purpose.  
 Read and annotate opening stage directions and initial dialogue. Identify key quotations and first impressions of Birling, Sheila and the Inspector.

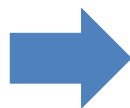
**Homework/Gwaith Cartref:**

*Research Britain in 1912 and produce bullet points on working-class conditions, women's rights and social hierarchy.*

**Set:** W/B 12<sup>th</sup> January  
**Due:** W/B 19<sup>th</sup> January

**Week/Wythnos 3 Learning Objectives:**

- Read and annotate the remainder of Act 1.
- Analyse Birling's capitalist beliefs and the dramatic irony surrounding them.
- Track Sheila's early moral development and initial empathy.
- Practise answering an explanation question.



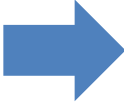
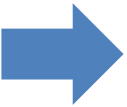
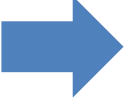
**Objective Assessments:**

Be able to:  
 Continue reading, pausing to annotate key speeches. Explain how Birling is presented as complacent and short-sighted. Identify contrasting attitudes between Birling and Sheila.  
 Add focused quotations to character profiles. Read and annotate a text about cycling, answer an 'explain' question and peer assess.

**Homework/Gwaith Cartref:**

*'An Inspector Calls' Quiz.*

**Set:** W/B 19<sup>th</sup> January  
**Due:** W/B 26<sup>th</sup> January

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| <p><b>Week/Wytnos 4 Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Read and annotate Act 2, focusing on Gerald and Sybil.</li> <li>• Analyse Gerald’s treatment of Eva/Daisy and how it reflects class and power.</li> <li>• Analyse Sybil’s refusal to help Eva and the moral implications of her decisions (extract 2017 paper).</li> </ul>  |  <div style="background-color: #00AEEF; color: white; padding: 5px; text-align: center; width: fit-content; margin: 0 auto;">       Literature Assessment:<br/>       Extract Analysis     </div> | <p><b>Objective Assessments:</b></p> <p>Be able to:</p> <ul style="list-style-type: none"> <li>Continue reading, discussing and annotating Act 2.</li> <li>Explain Gerald’s motivations and moral ambiguity.</li> <li>Analyse Sybil’s prejudiced language and hypocrisy.</li> <li>Complete extract response in timed conditions.</li> </ul>  | <p><b>Homework/Gwaith Cartref:</b></p> <p><i>Research capitalism and socialism.</i></p> <p><b>Set:</b> W/B 26<sup>th</sup> January<br/> <b>Due:</b> W/B 2<sup>nd</sup> February</p>                                     |
| <p><b>Week/Wytnos 5 Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Read the remainder of Act 2 and all of Act 3.</li> <li>• Analyse Eric’s involvement in Eva’s life and his emotional journey.</li> <li>• Explore Priestley’s message in the Inspector’s summation speech.</li> <li>• Evaluate generational differences in responses to responsibility.</li> <li>• Read two texts about baking (Unit 3 2018), selecting important information.</li> </ul> |    | <p><b>Objective Assessments:</b></p> <p>Be able to:</p> <ul style="list-style-type: none"> <li>Complete the reading of the play.</li> <li>Explain Eric’s actions and moral awakening.</li> <li>Identify rhetorical devices in the Inspector’s final speech.</li> <li>Compare older vs younger characters’ attitudes.</li> <li>Read two texts highlighting important information. Synthesise the information to create a new text.</li> </ul> | <p><b>Homework/Gwaith Cartref:</b></p> <p><i>Synthesis.</i></p> <p><b>Set:</b> W/B 2<sup>nd</sup> February<br/> <b>Due:</b> W/B 9<sup>th</sup> February</p>   |
| <p><b>Week/Wytnos 6 Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Consolidate knowledge of characters, themes and Priestley’s intentions.</li> <li>• Develop skills in analysing extracts using whole-text understanding.</li> <li>• Practise planning and writing a thematic analytical paragraph.</li> </ul>  |   | <p><b>Objective Assessments:</b></p> <p>Be able to:</p> <ul style="list-style-type: none"> <li>Create a theme map linking responsibility, class, morality and generational conflict.</li> <li>Plan and write in response to an extract.</li> <li>Self-assess and edit using agreed success criteria.</li> </ul>  | <p><b>Homework/Gwaith Cartref:</b></p> <p><i>Write Inspector Goole’s notes about the Birling family’s involvement.</i></p> <p><b>Set:</b> W/B 9<sup>th</sup> February<br/> <b>Due:</b> W/B 23<sup>rd</sup> February</p> |