Huntington School
Learn and succeed

Year: 11

Subject: English Literature

Topic/Unit: *An Inspector Calls* by J.B.Priestley

When: Autumn Term 1 (10 Weeks)

Overview: This unit examines J.B. Priestley's 1945 play, *An Inspector Calls*. Students will explore the social, political, and historical contexts of **Edwardian England** in 1912 and **post-war Britain** in 1945. The curriculum focuses on how Priestley uses his characters as **allegorical symbols** to critique social class, gender inequality, and capitalist greed.

Why this? Why now? Why does it matter?: Set in 1912 but written in 1945, the play teaches the crucial lesson that **"we are members of one body"** and must look after one another. It prompts students to think about fairness, political ideologies, and how our actions affect the lives of others.

Building on...building to: This unit builds on prior knowledge of Victorian social class from *A Christmas Carol* and political allegory from Year 9 *Animal Farm*. It builds toward **GCSE English Literature essay writing**, training students to analyse language, dramatic structure, and staging to form persuasive arguments.

Sequence summary:

- Introduction to Edwardian social hierarchy and the political spectrum of **Capitalism vs. Socialism**.
- The Birlings as a symbol of Capitalist self-interest, complacency, and **dramatic irony**.
- The **juxtaposition** of Mr. Birling and the Inspector's Socialist message.
- Social differences and power dynamics: Gerald Croft's power as a male aristocrat, and class prejudice in Mrs. Birling.
- Gender inequality and Eva Smith as a metaphor for the working class.
- Dramatic devices (**motifs** of the door, ring, and cigars) and the moral awakening of the younger generation.

Key Vocabulary: Honour, hierarchy, morality, discrimination, exploitation, inequality, conflict, patriarchy, greed, regret, power, responsibility.

Assessments: Students will complete a formal essay evaluating how J.B. Priestley presents a character or a theme. **Technical accuracy** (spelling, punctuation, and grammar) will also be assessed.

Able and interested: Higher-achieving students will utilise advanced analytical structures like **"Janus sentences"** and evaluative **"disjunct adverbs"**. They will engage with challenging concepts such as **"separate spheres"** and historical depictions of **"fallen women"**.

Inclusion, Personal Development and Wider Skills: This unit develops historical empathy by exploring the Women's Suffrage movement. It fosters personal development by prompting pupils to reflect on personal morality, community responsibility, and the importance of supporting the weakest in society.

Homework and Independent Learning: Homework tasks will be set on a weekly basis, with an optional stretch and challenge task for those who want to push themselves further.
Types of tasks:

- Reinforce and embed learning. e.g. to practise examination questions, create mind maps and flashcards, explode and learn key quotations, complete comprehension tasks etc
- Develop broader understanding of the topic through wider reading.
- Quizzes set on Microsoft Forms and Seneca