

WFA English - Why do we teach this?

Year 7	Curriculum Intent
Term 1	<p>Boy 87</p> <p>This unit explores migration, displacement, poverty, social responsibility, and resilience through the novel <i>Boy 87</i>. Students examine the experiences of a young refugee and the challenges faced by those forced to flee conflict and exploitation, considering the risks of migration and the importance of compassion, human rights, and mutual respect. Alongside the novel, students engage with supplementary texts, including non-fiction and poetry, to develop cultural awareness and understanding of global inequality. The unit builds critical thinking about power, responsibility, and resilience, while developing skills in reading, analysis, and communication. It also provides a foundation for later texts that explore conflict, injustice, and moral responsibility, encouraging empathy and a commitment to social justice.</p>
Term 2	<p>I Am Malala</p> <p>This unit introduces students to key ideas surrounding social responsibility and justice as well as adversity, conflict, power, gender inequality and resilience. The students will be exposed to Malala's story and will look at other examples of gender inequality from periods of time, current and past examples of war and conflict. The students will be considering why mutual respect and individual liberty is of great importance. They will look at various inspirational figures and consider how they used their voices for positive change and why it is important that we stand up for what is right. As well as this, students will continue to learn the skills of textual analysis and communication through a non-fiction text to expand the genres they are exposed to. The real-life experiences from Malala, and other individuals provided through supplementary texts and poetry, will help students develop their cultural awareness and discuss hardships that can occur in life. Looking at the themes of power, gender and conflict will help students when it comes to reading future texts such as <i>Animal farm</i> and act as a building block to their exposure to similar themes that they will encounter in ks4 that look at how we should take social responsibility and justice.</p>

Term 3	<p data-bbox="336 237 592 271">Romeo and Juliet</p> <p data-bbox="336 315 1469 1048">This unit introduces students to key ideas surrounding love, conflict, power, fate, and responsibility through the study of Shakespeare’s <i>Romeo and Juliet</i>. Students will explore how family loyalty, violence, and social expectations shape the characters’ choices and lead to tragic consequences. The play encourages students to consider the impact of impulsive decision-making, the influence of authority figures, and the ways in which conflict can escalate when individuals fail to communicate or act responsibly. Throughout the unit, students will examine a range of characters and relationships, considering how themes such as honour, gender roles, youth versus age, and fate are presented. They will reflect on the importance of reconciliation, mutual respect, and personal responsibility, and how the failure to resolve conflict can have devastating outcomes for both individuals and communities. Students will also be encouraged to think critically about how power operates within families and society, and how this power can be misused. As well as this, students will continue to develop their skills of textual analysis, interpretation, and communication through the study of a Shakespearean drama, building confidence in analysing language, structure, and character. Exposure to Shakespeare’s use of imagery, symbolism, and dramatic technique will support students in articulating ideas clearly and effectively in both written and spoken responses.</p>
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