

WFA English - Why do we teach this?

Year 8	Curriculum Intent
Term 1	<p>Animal Farm</p> <p>This unit introduces students to key ideas surrounding power, corruption and the impact this has on the powerless and the poor. It explores how power and corruption can impact a society and uses an allegorical tale to teach about communism and the Soviet Union. Students will be exposed to a variety of non-fiction texts and poetry to strengthen their understanding on communism and how power can cause corruption to occur. They will look at modern day examples of corrupt political leaders and the impact they have on society. Students will develop their skills in textual analysis and communication through fictional literature and begin to develop their responses following a T-Q-C-D structure that starts to allow students to probe why a writer uses particular characters, words, themes and what the writer's message is. They will continue to practise writing transactional pieces, learning to develop their ideas using anecdotes and rhetorical questions. <i>Animal Farm</i> will draw upon the topics and discussions of oppressive leaders from 'I am Malala' and help to build an understanding of power, corruption and the impact it has on the poor and the powerless which links nicely to the influence and manipulation in <i>Macbeth</i>, as well as linking to wider social themes and poverty that students will learn about in <i>A Christmas Carol</i> and <i>An Inspector Calls</i>.</p>
Term 2	<p>Born A Crime</p> <p>This unit introduces students to key ideas surrounding identity, race, power, inequality, and resilience through the study of <i>Born a Crime</i>. Students explore Trevor Noah's experiences growing up in apartheid and post-apartheid South Africa, considering how laws, prejudice, and social division shape individual lives and opportunities. The text encourages students to reflect on the importance of equality, justice, and human dignity.</p> <p>Students examine themes such as belonging, family, and survival, and consider how individuals respond to adversity and challenge unfair systems. Alongside this, students develop skills in textual analysis and communication through a non-fiction autobiographical text, expanding their understanding of voice and perspective. The themes explored in <i>Born a Crime</i> provide a strong foundation for future study of texts such as <i>Romeo and Juliet</i> and <i>Macbeth</i>, where ideas of power, control, and moral responsibility are further explored.</p>

Term 3	<p>The Crucible</p> <p>This unit aims to develop students' understanding of how literature reflects and critiques society. Through <i>The Crucible</i>, students will explore themes of power, fear, morality, justice and reputation while developing analytical reading, writing and oracy skills. Students will learn how writers use language, structure and dramatic techniques to convey meaning and influence audiences and will apply these skills in transactional and narrative writing tasks.</p> <p>The unit of study will draw upon topics and discussions from Y7 and Y8 around oppressive leadership and will prepare students for their KS4 study of <i>Macbeth</i> and <i>An Inspector Calls</i> by exposing them to stagecraft and characterisation.</p> <p>This unit of study runs alongside the Y9 study of the Russian Revolution in History and as such, provides students with a deeper contextual understanding of the text as well as the English lessons allowing students to explore more of the impact on humans.</p>
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