**Walton High School Hub Curriculum** 

**Year 11 - English Half term 2 (November 2024 – December 2024)**

How it works:

1. In the table, find the correct week by looking at the date in the first column.
2. Find today’s work – there are three links per double lesson so you won’t run out of work!
3. Choose a lesson – hold ctrl and click on the chosen link.

**If the link does not work, you do not recognise the work or the work is too difficult, try another lesson.**

1. Some lessons have links to PowerPoints and other resources beneath the video and/or Starter Quiz.
2. Complete any starter quizzes.
	1. Write your answer down
	2. Mark your answers and write down any corrections, using the videos.
3. Watch the videos and take notes.
4. Pause if/when instructed to do so to answer questions or respond.
5. When the lesson is complete, go onto the next one.

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| Week commencing | Day | Topic | Lesson 1 | Lesson 2 |
| 04/11/24 | Monday | **Spoken Language Endorsement** | [Language as a vehicle for change |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/language-as-a-vehicle-for-change/overview)  | [Understanding and summarising perspectives |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/understanding-and-summarising-perspectives/overview)  |
| Tuesday | [Comparative summaries |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/comparative-summaries/overview)  | [Analysing a persuasive speech |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/analysing-a-persuasive-speech/overview)  |
| Wednesday | [Model responses comparing two writers' perspectives |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/model-responses-comparing-two-writers-perspectives/overview)  | [Comparing tone and methods in non-fiction texts |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/comparing-tone-and-methods-in-non-fiction-texts/overview)  |
| Thursday  | [Understanding what makes a powerful speech |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/understanding-what-makes-a-powerful-speech/overview)  | [Engaging your audience: creating effective opening and closing paragraphs |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/engaging-your-audience-creating-effective-opening-and-closing-paragraphs/overview)  |
| Friday | [Using rhetorical devices effectively |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/using-rhetorical-devices-effectively/overview)  | [Choosing a speech topic and developing ideas |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/choosing-a-speech-topic-and-developing-ideas/overview)  |
| 11/11/24 | Monday  | [Planning and writing a persuasive speech |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/planning-and-writing-a-persuasive-speech/overview)  | [Re-drafting persuasive speeches |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/re-drafting-persuasive-speeches/overview)  |
| Tuesday  | [Non-verbal communication in speeches |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/non-verbal-communication-in-speeches/overview) | [Delivering a powerful speech |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/delivering-a-powerful-speech/overview)  |
| Wednesday  | [Greenshaw Learning Trust - Remote Learning](https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=145&lesson=2119) | [Greenshaw Learning Trust - Remote Learning](https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=145&lesson=2120) |
| Thursday  | [Greenshaw Learning Trust - Remote Learning](https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=145&lesson=2122) | [Greenshaw Learning Trust - Remote Learning](https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=145&lesson=2123) |
| Friday | [Planning a successful speech |](https://www.thenational.academy/pupils/programmes/english-secondary-year-11-aqa/units/non-fiction-teenage-kicks/lessons/planning-a-successful-speech/overview)  | [Writing a successful speech |](https://www.thenational.academy/pupils/programmes/english-secondary-year-11-aqa/units/non-fiction-teenage-kicks/lessons/writing-a-successful-speech/overview)  |
| 18/11/24 | Monday | [Expressing convictions |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/taking-a-stand/lessons/expressing-convictions/overview)  | [Protecting the greenbelt |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/taking-a-stand/lessons/protecting-the-greenbelt/overview)  |
| Tuesday | [Hillary Clinton's passionate speech about women's rights |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/taking-a-stand/lessons/hillary-clintons-passionate-speech-about-womens-rights/overview)  | [The use of a motif in Hillary Clinton's speech |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/taking-a-stand/lessons/the-use-of-a-motif-in-hillary-clintons-speech/overview)  |
| Wednesday | [Using a motif in your writing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/taking-a-stand/lessons/using-a-motif-in-your-writing/overview)  | [An introduction to rhetoric: ethos |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/introduction-to-rhetoric-fd1d/lessons/an-introduction-to-rhetoric-ethos-6mr3er/overview) |
| Thursday | [An introduction to rhetoric: logos |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/introduction-to-rhetoric-fd1d/lessons/an-introduction-to-rhetoric-logos-6wwkec/overview)  | [An introduction to rhetoric: pathos |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/introduction-to-rhetoric-fd1d/lessons/an-introduction-to-rhetoric-pathos-ccwkje/overview)  |
| Friday | [Sojourner Truth: context and an introduction to rhetoric for injustice |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/injustice-pankhurst-sojourner-truth-5e8a/lessons/sojourner-truth-context-and-an-introduction-to-rhetoric-for-injustice-64vked/overview)  | [Sojourner Truth's use of rhetoric and structure |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/injustice-pankhurst-sojourner-truth-5e8a/lessons/sojourner-truths-use-of-rhetoric-and-structure-6mvkcc/overview)  |
| 25/11/24 | Monday | [Pankhurst: context and an introduction to rhetoric for gender specific injustice |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/injustice-pankhurst-sojourner-truth-5e8a/lessons/pankhurst-context-and-an-introduction-to-rhetoric-for-gender-specific-injustice-70tk6r/overview)  | [Rhetoric and injustice: Pankhurst's use of rhetoric and structure |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/injustice-pankhurst-sojourner-truth-5e8a/lessons/rhetoric-and-injustice-pankhursts-use-of-rhetoric-and-structure-c5hp8d/overview)  |
| Tuesday | [Obama's use of rhetoric in a letter to her younger self |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/change-michelle-obama-lennie-james-a821/lessons/obamas-use-of-rhetoric-in-a-letter-to-her-younger-self-6mt3jd/overview)  | [A continued exploration of Obama's letter to her younger self |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/change-michelle-obama-lennie-james-a821/lessons/a-continued-exploration-of-obamas-letter-to-her-younger-self-6rw3et/overview)  |
| Wednesday | [Using rhetoric to write a letter to your younger self |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/change-michelle-obama-lennie-james-a821/lessons/using-rhetoric-to-write-a-letter-to-your-younger-self-c8w6cc/overview)  | [James' use of rhetoric for change |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/change-michelle-obama-lennie-james-a821/lessons/james-use-of-rhetoric-for-change-75gp6d/overview)  |
| Thursday | [Comparing Obama and James' use of rhetoric in the letter form |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/change-michelle-obama-lennie-james-a821/lessons/comparing-obama-and-james-use-of-rhetoric-in-the-letter-form-c5h68t/overview) | [Churchill: Reading and rhetoric analysis to raise morale |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/motivate-churchill-gandhi-5484/lessons/churchill-reading-and-rhetoric-analysis-to-raise-morale-ccwp6r/overview)  |
| Friday | [Churchill: Reading and structural analysis of rhetoric |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/motivate-churchill-gandhi-5484/lessons/churchill-reading-and-structural-analysis-of-rhetoric-75hp6e/overview)  | [Using rhetoric to effectively motivate a crowd |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/motivate-churchill-gandhi-5484/lessons/using-rhetoric-to-effectively-motivate-a-crowd-6dgk6e/overview)  |
| 02/12/24 | Monday  | [Gandhi: Reading and analysis of rhetoric for motivation |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/motivate-churchill-gandhi-5484/lessons/gandhi-reading-and-analysis-of-rhetoric-for-motivation-cdh34d/overview)  | [Gandhi: Rhetoric as a tool to encourage peace |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/motivate-churchill-gandhi-5484/lessons/gandhi-rhetoric-as-a-tool-to-encourage-peace-74u30t/overview)  |
| Tuesday | [Use a rhetoric framework for writing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/writing-rhetoric-1e51/lessons/use-a-rhetoric-framework-for-writing-6tjpad/overview)  | [Opinion articles and rhetoric |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/writing-rhetoric-1e51/lessons/opinion-articles-and-rhetoric-70rp4d/overview)  |
| Wednesday | [Writing an effective speech using rhetoric |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/writing-rhetoric-1e51/lessons/writing-an-effective-speech-using-rhetoric-6xj32r/overview)  | [An exploration of rhetoric and advertisements |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8-l/units/writing-rhetoric-1e51/lessons/an-exploration-of-rhetoric-and-advertisements-6dj38d/overview)  |
| Thursday | [Language as a vehicle for change |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/language-as-a-vehicle-for-change/overview)  | [Understanding and summarising perspectives |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/understanding-and-summarising-perspectives/overview)  |
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| 09/12/24 | Monday | [Model responses comparing two writers' perspectives |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/model-responses-comparing-two-writers-perspectives/overview)  | [Comparing tone and methods in non-fiction texts |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/comparing-tone-and-methods-in-non-fiction-texts/overview)  |
| Tuesday | [Understanding what makes a powerful speech |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/understanding-what-makes-a-powerful-speech/overview)  | [Engaging your audience: creating effective opening and closing paragraphs |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/engaging-your-audience-creating-effective-opening-and-closing-paragraphs/overview)  |
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| Thursday | [Planning and writing a persuasive speech |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/planning-and-writing-a-persuasive-speech/overview)  | [Re-drafting persuasive speeches |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/re-drafting-persuasive-speeches/overview)  |
| Friday | [Non-verbal communication in speeches |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/non-verbal-communication-in-speeches/overview) | [Delivering a powerful speech |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/spoken-language-the-language-of-change/lessons/delivering-a-powerful-speech/overview)  |
| 16/12/24 | Monday | [Greenshaw Learning Trust - Remote Learning](https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=145&lesson=2119) | [Greenshaw Learning Trust - Remote Learning](https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=145&lesson=2120) |
| Tuesday | [Greenshaw Learning Trust - Remote Learning](https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=145&lesson=2122) | [Greenshaw Learning Trust - Remote Learning](https://www.greenshawlearningtrust.co.uk/virtual-curriculum?group=145&lesson=2123) |
| Wednesday | [Planning a successful speech |](https://www.thenational.academy/pupils/programmes/english-secondary-year-11-aqa/units/non-fiction-teenage-kicks/lessons/planning-a-successful-speech/overview)  | [Writing a successful speech |](https://www.thenational.academy/pupils/programmes/english-secondary-year-11-aqa/units/non-fiction-teenage-kicks/lessons/writing-a-successful-speech/overview)  |
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| Friday | [Expressing convictions |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/taking-a-stand/lessons/expressing-convictions/overview)  | [Protecting the greenbelt |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/taking-a-stand/lessons/protecting-the-greenbelt/overview)  |