**Walton High School Hub Curriculum** 

**Year 7 – 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 | **Preparing for descriptive and creative writing** | [Writing in complete sentences |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/writing-in-complete-sentences/overview) | [Learning to respond to an unseen extract |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/learning-to-respond-to-an-unseen-extract/overview) |
| Tuesday | [Planning and writing descriptive paragraphs |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/planning-and-writing-descriptive-paragraphs/overview) | [Using simple, compound and complex sentences in descriptive writing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/using-simple-compound-and-complex-sentences-in-descriptive-writing/overview) |
| Wednesday | [Using a range of punctuation in descriptive writing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/using-a-range-of-punctuation-in-descriptive-writing/overview) | [Using sentence structure for effect in descriptive writing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/using-sentence-structure-for-effect-in-descriptive-writing/overview) |
| Thursday | [Planning in more detail |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/planning-in-more-detail/overview) | [Explaining how a writer uses language to convey clear ideas about setting |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/explaining-how-a-writer-uses-language-to-convey-clear-ideas-about-setting/overview) |
| Friday | [Creating an atmospheric setting in a piece of descriptive writing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/creating-an-atmospheric-setting-in-a-piece-of-descriptive-writing/overview) | [Refining and enhancing descriptive writing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/refining-and-enhancing-descriptive-writing/overview) |
| 11/11/24 | Monday | [Practising planning and writing a detailed description based on an image |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/practising-planning-and-writing-a-detailed-description-based-on-an-image/overview) | [Identifying and using pathetic fallacy |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/identifying-and-using-pathetic-fallacy/overview) |
| Tuesday | [Analysing everyday and unknown settings |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/analysing-everyday-and-unknown-settings/overview) | [Meeting and creating unknown characters |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/meeting-and-creating-unknown-characters/overview) |
| Wednesday | [Returning from the unknown |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/returning-from-the-unknown/overview) | [Explaining how a writer uses light imagery for effect |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/explaining-how-a-writer-uses-light-imagery-for-effect/overview) |
| Thursday | [Meeting a fantastical creature |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/meeting-a-fantastical-creature/overview) | [Arriving in an unfamiliar city |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/arriving-in-an-unfamiliar-city/overview) |
| Friday | [Crafting sentence structures for precise effect in descriptive writing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/crafting-sentence-structures-for-precise-effect-in-descriptive-writing/overview) | [Contrasting the familiar and the unknown |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/contrasting-the-familiar-and-the-unknown/overview) |
| 18/11/24 | Monday | [Rewriting a description of an image |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/rewriting-a-description-of-an-image/overview) | [Planning and writing a detailed description based on an image |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/planning-and-writing-a-detailed-description-based-on-an-image/overview) |
| Tuesday | [Creative Writing: What makes a good short story? |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7-l/units/creative-writing-short-stories-cb59/lessons/creative-writing-what-makes-a-good-short-story-70u30c/overview) | [Creative Writing: Narrative structure |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7-l/units/creative-writing-short-stories-cb59/lessons/creative-writing-narrative-structure-6wu3ec/overview) |
| Wednesday | [Creative Writing: Developing Character |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7-l/units/creative-writing-short-stories-cb59/lessons/creative-writing-developing-character-6rtp2r/overview) | [Creative Writing: Figurative Language |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7-l/units/creative-writing-short-stories-cb59/lessons/creative-writing-figurative-language-c8up4r/overview) |
| Thursday | [Planning in more detail |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/planning-in-more-detail/overview) | [Explaining how a writer uses language to convey clear ideas about setting |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/explaining-how-a-writer-uses-language-to-convey-clear-ideas-about-setting/overview) |
| Friday | [Creating an atmospheric setting in a piece of descriptive writing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/creating-an-atmospheric-setting-in-a-piece-of-descriptive-writing/overview) | [Refining and enhancing descriptive writing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/step-into-the-unknown-fiction-reading-and-creative-writing/lessons/refining-and-enhancing-descriptive-writing/overview) |
| 25/11/24 | Monday | **Preparing to write a World War I narrative piece – “Over the Top”** | [Understanding why people write about war |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/understanding-why-people-write-about-war/overview) | [World War One: propaganda and trench warfare |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/world-war-one-propaganda-and-trench-warfare/overview) |
| Tuesday | [International tension |](https://www.thenational.academy/pupils/programmes/history-secondary-year-9/units/world-war-one-how-total-was-it-for-people-in-the-british-empire/lessons/international-tension/overview) | [The outbreak of war |](https://www.thenational.academy/pupils/programmes/history-secondary-year-9/units/world-war-one-how-total-was-it-for-people-in-the-british-empire/lessons/the-outbreak-of-war/overview) |
| Wednesday | [The Western Front |](https://www.thenational.academy/pupils/programmes/history-secondary-year-9/units/world-war-one-how-total-was-it-for-people-in-the-british-empire/lessons/the-western-front/overview) | [War in the colonies |](https://www.thenational.academy/pupils/programmes/history-secondary-year-9/units/world-war-one-how-total-was-it-for-people-in-the-british-empire/lessons/war-in-the-colonies/overview) |
| Thursday | [The war at home |](https://www.thenational.academy/pupils/programmes/history-secondary-year-9/units/world-war-one-how-total-was-it-for-people-in-the-british-empire/lessons/the-war-at-home/overview) | [The impact of WWI across the Empire |](https://www.thenational.academy/pupils/programmes/history-secondary-year-9/units/world-war-one-how-total-was-it-for-people-in-the-british-empire/lessons/the-impact-of-wwi-across-the-empire/overview) |
| Friday | [The Eastern Front and the Russian Revolution, 1917 |](https://www.thenational.academy/pupils/programmes/history-secondary-year-9-l/units/why-did-wwi-end-in-november-1918-13e5/lessons/the-eastern-front-and-the-russian-revolution-1917-cth3jr/overview) | [The US enters the war, 1917 |](https://www.thenational.academy/pupils/programmes/history-secondary-year-9-l/units/why-did-wwi-end-in-november-1918-13e5/lessons/the-us-enters-the-war-1917-cgwkjr/overview) |
| 02/12/24 | Monday | [The Spring Offensive, 1918 |](https://www.thenational.academy/pupils/programmes/history-secondary-year-9-l/units/why-did-wwi-end-in-november-1918-13e5/lessons/the-spring-offensive-1918-6mr3cr/overview) | [The Armistice, 1918 |](https://www.thenational.academy/pupils/programmes/history-secondary-year-9-l/units/why-did-wwi-end-in-november-1918-13e5/lessons/the-armistice-1918-6cvkcr/overview) |
| Tuesday | [Reading 'Propping Up the Line' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/reading-propping-up-the-line/overview) | [Analysing the presentation of the gas attack in 'Propping Up the Line' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/analysing-the-presentation-of-the-gas-attack-in-propping-up-the-line/overview) |
| Wednesday | [Reading 'Propping Up the Line' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/reading-propping-up-the-line/overview) | [‘Propping Up The Line’: Alice’s experiences on the Home Front |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/propping-up-the-line-alices-experiences-on-the-home-front/overview) |
| Thursday | [Reading 'Propping Up the Line' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/reading-propping-up-the-line/overview) | [Exploring the impact of war on Alfred in 'Propping Up the Line' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/exploring-the-impact-of-war-on-alfred-in-propping-up-the-line/overview) |
| Friday | [Reading 'Propping Up the Line' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/reading-propping-up-the-line/overview) | [Symbolism and motif in ‘Propping Up The Line’ |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/symbolism-and-motif-in-propping-up-the-line/overview) |
| 09/12/24 | Monday | [Reading 'Propping Up the Line' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/reading-propping-up-the-line/overview) | [Vivid descriptive writing using ‘Propping Up The Line’ as stimulus |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/vivid-descriptive-writing-using-propping-up-the-line-as-stimulus/overview) |
| Tuesday | [Creating writing that has rhythm |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/creating-writing-that-has-rhythm/overview) | [Drafting a letter: tone, audience and purpose |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/drafting-a-letter-tone-audience-and-purpose/overview) |
| Wednesday | [Refining a letter: deliberate verbs and precise adjectives |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/refining-a-letter-deliberate-verbs-and-precise-adjectives/overview) | [Reading ‘The Fly’ by Katherine Mansfield |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/reading-the-fly-by-katherine-mansfield/overview) |
| Thursday | [Reading ‘The Fly’ by Katherine Mansfield |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/reading-the-fly-by-katherine-mansfield/overview) | [Mansfield's methods: character foils and symbolism |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/mansfields-methods-character-foils-and-symbolism/overview) |
| Friday | [Reading ‘The Fly’ by Katherine Mansfield |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/reading-the-fly-by-katherine-mansfield/overview) | [Exploring the presentation of the boss in 'The Fly' by Katherine Mansfield |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/exploring-the-presentation-of-the-boss-in-the-fly-by-katherine-mansfield/overview) |
| 16/12/24 | Monday | [Reading ‘The Fly’ by Katherine Mansfield |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/reading-the-fly-by-katherine-mansfield/overview) | [Debating different interpretations of Katherine Mansfield’s ‘The Fly’ |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/debating-different-interpretations-of-katherine-mansfields-the-fly/overview) |
| Tuesday | [Reading ‘The Fly’ by Katherine Mansfield |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/reading-the-fly-by-katherine-mansfield/overview) | ['The Fly' by Katherine Mansfield: the character of Macey |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/the-fly-by-katherine-mansfield-the-character-of-macey/overview) |
| Wednesday | [Skim reading and close reading: Wilfred Owen’s letter to his mother |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/skim-reading-and-close-reading-wilfred-owens-letter-to-his-mother/overview) | [Drafting a recount letter applying Wilfred Owen's structure and techniques |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/drafting-a-recount-letter-applying-wilfred-owens-structure-and-techniques/overview) |
| Thursday | [Skim reading and close reading: Wilfred Owen’s letter to his mother |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/skim-reading-and-close-reading-wilfred-owens-letter-to-his-mother/overview) | [Refining a recount letter: rhythm and tension |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/refining-a-recount-letter-rhythm-and-tension/overview) |
| Friday | [Creating writing that has rhythm |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/creating-writing-that-has-rhythm/overview) | [Drafting a letter: tone, audience and purpose |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9/units/a-world-at-war-short-stories/lessons/drafting-a-letter-tone-audience-and-purpose/overview) |