**Walton High School Hub Curriculum** 

**Year 7 - English Half term 3 (January 2025 – February 2025)**

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 |
| 06/01/25 | Monday | **Greek Myths** | [Bruegel's Landscape with the Fall of Icarus: how the myth inspired the painting |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/bruegels-landscape-with-the-fall-of-icarus-how-the-myth-inspired-the-painting/overview) | [Exploring William Carlos Williams’s poem ‘Landscape with the fall of Icarus’ |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/william-carlos-williamss-landscape-with-the-fall-of-icarus/overview) |
| Tuesday | [Exploring W.H. Auden's poem 'Musée des Beaux Arts' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/w-h-audens-musee-des-beaux-arts/overview) | [Exploring William Carlos Williams's poem 'The Hunters in the Snow' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/william-carlos-williamss-the-hunters-in-the-snow/overview) |
| Wednesday | [Exploring Walter de la Mare's poem 'Brueghel's Winter' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/walter-de-la-mares-brueghels-winter/overview) | [Comparing poems: 'Brueghel's Winter' and 'The Hunters in the Snow' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/comparative-paragraphs-brueghels-winter-and-the-hunters-in-the-snow/overview) |
| Thursday | [Alfred, Lord Tennyson's 'The Lady of Shalott': understanding the ballad |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/the-lady-of-shalott-understanding-the-ballad/overview) | [Symbolism in Alfred, Lord Tennyson's ‘The Lady of Shalott’ |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/symbolism-in-the-lady-of-shalott/overview) |
| Friday | [Exploring enjambment in Alfred, Lord Tennyson's ‘The Lady of Shalott’ |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/exploring-enjambment-in-the-lady-of-shalott/overview) | [Descriptive writing using Lord Tennyson's 'The Lady of Shalott' as stimulus |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/atmospheric-writing-using-the-lady-of-shalott-as-stimulus/overview) |
| 13/01/25 | Monday | [Effective sensory language using ‘The Execution of Lady Jane Grey’ as stimulus |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/descriptive-writing-using-the-execution-of-lady-jane-grey-as-stimulus/overview) | [Third person omniscient writing: ‘The Execution of Lady Jane Grey’ as stimulus |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/third-person-omniscient-writing-the-execution-of-lady-jane-grey-as-stimulus/overview) |
| Tuesday | [Writing a full descriptive piece: ‘The Execution of Lady Jane Grey' as stimulus |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/writing-a-full-descriptive-piece-the-execution-of-lady-jane-grey-as-stimulus/overview) | [Reviewing and refining descriptive writing: alliteration, plosives and sibilance |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/reviewing-and-refining-descriptive-writing-alliteration-plosives-and-sibilance/overview) |
| Wednesday | [Natasha Bowen's ‘Skin of the Sea’: understanding the extract |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/skin-of-the-sea-understanding-the-extract/overview) | [Writing inspired by ‘Skin of the Sea’: varying sentence types to create rhythm |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/varying-your-sentence-types-to-create-rhythm/overview) |
| Thursday | [Use of flashback in Natasha Bowen's 'Skin of the Sea' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/use-of-flashback-in-skin-of-the-sea/overview) | [Geoffrey Chaucer's ‘The Canterbury Tales’: compelling characterisation |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/the-canterbury-tales-compelling-characterisation/overview) |
| Friday | [Creating convincing characters using ‘The Canterbury Tales’ as stimulus |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/creating-convincing-characters-using-the-canterbury-tales-as-stimulus/overview) | ['The Silence of the Girls': understanding the extract |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/the-silence-of-the-girls-understanding-the-extract/overview) |
| 20/01/25 | Monday | [Madeline Miller's 'The Song of Achilles': understanding the extract |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/the-song-of-achilles-understanding-the-extract/overview) | [Comparative paragraphs: 'The Silence of the Girls' and 'The Song of Achilles' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/comparative-paragraphs-the-silence-of-the-girls-and-the-song-of-achilles/overview) |
| Tuesday | [Hanan Al-Shaykh's ‘The Fisherman and the Jinni’: understanding the story |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/the-fisherman-and-the-jinni-understanding-the-story/overview) | [Exploring the theme of power in Hanan Al-Shaykh's ‘One Thousand and One Nights’ |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/power-in-one-thousand-and-one-nights/overview) |
| Wednesday | [The five part narrative structure |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/the-five-part-narrative-structure/overview) | [Planning a narrative using the five part narrative structure |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/planning-a-narrative/overview) |
| Thursday | [Writing a full narrative piece using the five part narrative structure |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/writing-a-full-narrative-piece-using-the-five-part-narrative-structure/overview) | [Improving and proofreading a piece of narrative writing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/reviewing-and-refining-narrative-writing/overview) |
| Friday | [Writing and analysing myths and looking at different gods. -](https://www.bbc.co.uk/bitesize/articles/ztxwsrd#zgmy46f) | [Exploring context in fiction texts for KS3 English students - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zg3c4xs) |
| 27/01/25 | Monday | [Investigating themes in fiction guide for KS3 English students - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zrpnn9q) | [Understanding characterisation guide for KS3 English students - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zyrnn9q) |
| Tuesday | [Understanding how writers use setting guide for KS3 English students - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zp666g8) | [Understanding symbolism guide for KS3 English students - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zwq33j6) |
| Wednesday | [Analysis: what it is and how to do it guide for KS3 English students - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z4ck8hv) | [Exploring effect on the reader guide for KS3 English students - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z4vq7yc) |
| Thursday | [How to investigate language in fiction texts - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z6w4xyc) | [How to understand unfamiliar vocabulary for KS3 English students - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zksrxyc) |
| Friday | [Bruegel's Landscape with the Fall of Icarus: how the myth inspired the painting |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/bruegels-landscape-with-the-fall-of-icarus-how-the-myth-inspired-the-painting/overview) | [Exploring William Carlos Williams’s poem ‘Landscape with the fall of Icarus’ |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/william-carlos-williamss-landscape-with-the-fall-of-icarus/overview) |
| 03/02/25 | Monday | [Exploring W.H. Auden's poem 'Musée des Beaux Arts' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/w-h-audens-musee-des-beaux-arts/overview) | [Exploring William Carlos Williams's poem 'The Hunters in the Snow' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/william-carlos-williamss-the-hunters-in-the-snow/overview) |
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| Wednesday | [Alfred, Lord Tennyson's 'The Lady of Shalott': understanding the ballad |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/the-lady-of-shalott-understanding-the-ballad/overview) | [Symbolism in Alfred, Lord Tennyson's ‘The Lady of Shalott’ |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/symbolism-in-the-lady-of-shalott/overview) |
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| Friday | [Effective sensory language using ‘The Execution of Lady Jane Grey’ as stimulus |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/descriptive-writing-using-the-execution-of-lady-jane-grey-as-stimulus/overview) | [Third person omniscient writing: ‘The Execution of Lady Jane Grey’ as stimulus |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/third-person-omniscient-writing-the-execution-of-lady-jane-grey-as-stimulus/overview) |
| 10/02/25 | Monday | [Writing a full descriptive piece: ‘The Execution of Lady Jane Grey' as stimulus |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/writing-a-full-descriptive-piece-the-execution-of-lady-jane-grey-as-stimulus/overview) | [Reviewing and refining descriptive writing: alliteration, plosives and sibilance |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/reviewing-and-refining-descriptive-writing-alliteration-plosives-and-sibilance/overview) |
| Tuesday | [Natasha Bowen's ‘Skin of the Sea’: understanding the extract |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/skin-of-the-sea-understanding-the-extract/overview) | [Writing inspired by ‘Skin of the Sea’: varying sentence types to create rhythm |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/varying-your-sentence-types-to-create-rhythm/overview) |
| Wednesday | [Use of flashback in Natasha Bowen's 'Skin of the Sea' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/use-of-flashback-in-skin-of-the-sea/overview) | [Geoffrey Chaucer's ‘The Canterbury Tales’: compelling characterisation |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/the-canterbury-tales-compelling-characterisation/overview) |
| Thursday | [Creating convincing characters using ‘The Canterbury Tales’ as stimulus |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/creating-convincing-characters-using-the-canterbury-tales-as-stimulus/overview) | ['The Silence of the Girls': understanding the extract |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/the-silence-of-the-girls-understanding-the-extract/overview) |
| Friday | [Madeline Miller's 'The Song of Achilles': understanding the extract |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/the-song-of-achilles-understanding-the-extract/overview) | [Comparative paragraphs: 'The Silence of the Girls' and 'The Song of Achilles' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/myths-and-legends-re-told-poetry-and-short-stories/lessons/comparative-paragraphs-the-silence-of-the-girls-and-the-song-of-achilles/overview) |