**Walton High School Hub Curriculum** 

**Year 10 - English Half term 1 (September 2025 – October 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 |
| 01/09/25 | Monday |  |  |  |
| Tuesday | **Communicating Information and Ideas** (focussing on non-fiction texts) | [Reading complex texts about crime and punishment |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-crime-and-punishment/lessons/reading-complex-texts-about-crime-and-punishment/overview) | [Writing excellent summaries |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-crime-and-punishment/lessons/writing-excellent-summaries/overview)  |
| Wednesday | [Planning a well-structured response |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-crime-and-punishment/lessons/planning-a-well-structured-response/overview)  | [Diving deeper with language analysis |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-crime-and-punishment/lessons/diving-deeper-with-language-analysis/overview)  |
| Thursday  | [Comparing writers' attitudes and perspectives |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-crime-and-punishment/lessons/comparing-writers-attitudes-and-perspectives/overview)  | [Planning and writing comparative responses |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-crime-and-punishment/lessons/planning-and-writing-comparative-responses/overview)  |
| Friday | [Writing in appropriate style, tone and register |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-crime-and-punishment/lessons/writing-in-appropriate-style-tone-and-register/overview)  | [Expressing a strong viewpoint |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-crime-and-punishment/lessons/expressing-a-strong-viewpoint/overview)  |
| 08/09/25 | Monday  | [Developing a strong viewpoint |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-crime-and-punishment/lessons/developing-a-strong-viewpoint/overview)  | [Using the conventions of leaflets creatively |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-crime-and-punishment/lessons/using-the-conventions-of-leaflets-creatively/overview)  |
| Tuesday  | [Planning and writing a leaflet |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-crime-and-punishment/lessons/planning-and-writing-a-leaflet/overview)  | [Revising and editing your leaflet |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-crime-and-punishment/lessons/revising-and-editing-your-leaflet/overview)  |
| Wednesday  | [Reading skills for non-fiction texts |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/reading-skills-for-non-fiction-texts/overview)  | [How to summarise |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/how-to-summarise/overview)  |
| Thursday  | [Making effective inferences |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/making-effective-inferences/overview)  | [Analysing evidence to support a comparison of attitudes |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/analysing-evidence-to-support-a-comparison-of-attitudes/overview)  |
| Friday | [Identifying and comparing attitudes |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/identifying-and-comparing-attitudes/overview)  | [Speech writing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/speech-writing/overview)  |
| 15/09/25 | Monday | [Technical accuracy for non-fiction creative writing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/technical-accuracy-for-non-fiction-creative-writing/overview)  | [Persuasive opinion pieces |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/persuasive-opinion-pieces/overview)  |
| Tuesday | [Creative essay writing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/creative-essay-writing/overview)  | [Planning for effective language analysis |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/planning-for-effective-language-analysis/overview)  |
| Wednesday | [Writing effective language analysis |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/writing-effective-language-analysis/overview)  | [Refining your reading of non-fiction texts |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/refining-your-reading-of-non-fiction-texts/overview)  |
| Thursday | [Aiming high in a comparative summary |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/aiming-high-in-a-comparative-summary/overview)  | [Analysing language devices effectively |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/analysing-language-devices-effectively/overview)  |
| Friday | [Structuring a comparison of attitudes |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/structuring-a-comparison-of-attitudes/overview)  | [Writing a comparison of attitudes |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/writing-a-comparison-of-attitudes/overview)  |
| 22/09/25 | Monday | [Crafting a voice in nonfiction writing | O](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/crafting-a-voice-in-nonfiction-writing/overview) | [Crafting a clear point of view in non-fiction writing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/non-fiction-changing-views/lessons/crafting-a-clear-point-of-view-in-non-fiction-writing/overview)  |
| Tuesday | [Presenting opinions with flair |](https://www.thenational.academy/pupils/programmes/english-secondary-year-11-aqa/units/writing-masters/lessons/presenting-opinions-with-flair/overview)  | [Creating a sense of voice |](https://www.thenational.academy/pupils/programmes/english-secondary-year-11-aqa/units/writing-masters/lessons/creating-a-sense-of-voice/overview)  |
| Wednesday | [Structuring effective arguments |](https://www.thenational.academy/pupils/programmes/english-secondary-year-11-aqa/units/writing-masters/lessons/structuring-effective-arguments/overview)  | [Planning effective arguments |](https://www.thenational.academy/pupils/programmes/english-secondary-year-11-aqa/units/writing-masters/lessons/planning-effective-arguments/overview)  |
| Thursday | [Writing effective arguments |](https://www.thenational.academy/pupils/programmes/english-secondary-year-11-aqa/units/writing-masters/lessons/writing-effective-arguments/overview)  | [Writing descriptions and narratives with flair |](https://www.thenational.academy/pupils/programmes/english-secondary-year-11-aqa/units/writing-masters/lessons/writing-descriptions-and-narratives-with-flair/overview) |
| Friday | [Viewpoint writing: what is it? |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9-l/units/language-skills-non-fiction-writing-88fc/lessons/viewpoint-writing-what-is-it-c9jk4d/overview)  | [Planning techniques: Logos, pathos and ethos | O](https://www.thenational.academy/pupils/programmes/english-secondary-year-9-l/units/language-skills-non-fiction-writing-88fc/lessons/planning-techniques-logos-pathos-and-ethos-6mwk0c/overview) |
| 29/09/25 | Monday  | [What makes an effective introduction and conclusion? |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9-l/units/language-skills-non-fiction-writing-88fc/lessons/what-makes-an-effective-introduction-and-conclusion-6cr38d/overview)  | [Rhetorical devices: Designing the main body of your essay |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9-l/units/language-skills-non-fiction-writing-88fc/lessons/rhetorical-devices-designing-the-main-body-of-your-essay-68v66t/overview)  |
| Tuesday | [Planning techniques: Logos, ethos and pathos |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9-l/units/non-fiction-texts-and-view-point-writing-8dd2/lessons/planning-techniques-logos-ethos-and-pathos-60vp4t/overview)  | [Writing an effective introduction |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9-l/units/non-fiction-texts-and-view-point-writing-8dd2/lessons/writing-an-effective-introduction-cgt66r/overview)  |
| Wednesday | [Creating an impact: Rhetorical devices and sequencing |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9-l/units/non-fiction-texts-and-view-point-writing-8dd2/lessons/creating-an-impact-rhetorical-devices-and-sequencing-70vkec/overview)  | [Writing an effective conclusion |](https://www.thenational.academy/pupils/programmes/english-secondary-year-9-l/units/non-fiction-texts-and-view-point-writing-8dd2/lessons/writing-an-effective-conclusion-6ct3jt/overview)  |
| Thursday | **Analysis of Poetry** | [Identifying how poets convey heartbreak in natural settings |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-201/lessons/identifying-how-poets-convey-heartbreak-in-natural-settings/overview)  | [Analysing how poets reflect heartbreak in natural settings |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-201/lessons/analysing-how-poets-reflect-heartbreak-in-natural-settings/overview)  |
| Friday | [Identifying how poets reflect desire in natural settings |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-201/lessons/identifying-how-poets-reflect-desire-in-natural-settings/overview) | [Analysing how poets reflect desire in natural settings |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-201/lessons/analysing-how-poets-reflect-desire-in-natural-settings/overview)  |
| 06/10/25 | Monday | [Identifying how poets reminisce and remember loved ones |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-201/lessons/identifying-how-poets-reminisce-and-remember-loved-ones/overview)  | [Analysing how poets reminisce and remember loved ones |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-201/lessons/analysing-how-poets-reminisce-and-remember-loved-ones/overview)  |
| Tuesday | [Identifying how poets present relationships that change over time |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-201/lessons/identifying-how-poets-present-relationships-that-change-over-time/overview)  | [Analysing how poets present relationships that change over time |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-201/lessons/analysing-how-poets-present-relationships-that-change-over-time/overview)  |
| Wednesday | [Introductions and Topic Sentences for Poetry Comparison |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-155/lessons/introductions-and-topic-sentences-for-poetry-comparison/overview)  | [Comparing Romantic Poets' Attitudes to Nature |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-155/lessons/comparing-romantic-poets-attitudes-to-nature/overview)  |
| Thursday | [Developing Comparative Essay Writing Skills |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-155/lessons/developing-comparative-essay-writing-skills/overview)  | [Comparing Conflict in War Poems |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-155/lessons/comparing-conflict-in-war-poems/overview)  |
| Friday | [Comparing 'Power and Conflict' war poems |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-155/lessons/comparing-power-and-conflict-war-poems/overview)  | [Types of Power and Conflict |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-155/lessons/types-of-power-and-conflict/overview)  |
| 13/10/25 | Monday | [Comparing ideas of liminality, physicality and voice |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-199/lessons/comparing-ideas-of-liminality-physicality-and-voice/overview)  | [Comparing Wordsworth and Bronte's views on nature |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-199/lessons/comparing-wordsworth-and-brontes-views-on-nature/overview)  |
| Tuesday | [Understanding the poem 'What Were They Like?' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/understanding-the-poem-what-were-they-like/overview)  | [Analysing the poem 'What Were they Like?' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/analysing-the-poem-what-were-they-like/overview)  |
| Wednesday | [Comparing the hopelessness of war |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/comparing-the-hopelessness-of-war/overview)  | [Exploring the Romantics |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/exploring-the-romantics/overview)  |
| Thursday | [Understanding the poem 'A Poison Tree' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/understanding-the-poem-a-poison-tree/overview)  | [Analysing 'A Poison Tree' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/analysing-a-poison-tree/overview)  |
| Friday |  |  |
| 20/10/25 | Monday | [Understanding the poem 'The Destruction of Sennacherib' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/understanding-the-poem-the-destruction-of-sennacherib/overview)  | [Analysing 'The Destruction of Sennacherib' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/analysing-the-destruction-of-sennacherib/overview)  |
| Tuesday | [Analysing model answers on conflict poetry |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/analysing-model-answers-on-conflict-poetry/overview)  | [Planning a written response on conflict poetry |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/planning-a-written-response-on-conflict-poetry/overview)  |
| Wednesday | [Writing excellent model answers on conflict |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/writing-excellent-model-answers-on-conflict/overview)  | [Understanding 'The Man He Killed' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/understanding-the-man-he-killed/overview)  |
| Thursday | [Analysing the 'The Man He Killed' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/analysing-the-the-man-he-killed/overview)  | [Exploring the Romantics |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/exploring-the-romantics/overview)  |
| Friday | [Understanding the poem 'What Were They Like?' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/understanding-the-poem-what-were-they-like/overview)  | [Analysing the poem 'What Were they Like?' |](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-edexcel/units/poetry-anthology-first-study-202/lessons/analysing-the-poem-what-were-they-like/overview)  |