



# Student Learning Journey

**Subject: Art Year 11 Mock Exam Unit**

## Previously you have learnt



How to work through a GCSE project and how to ensure that all of the 4 Assessment Objectives are covered throughout the project. This unit (along with the yr10 structures work will contribute 60% of the final GCSE grade).

## In this unit you will learn



How to develop your own independence ready for your real art exam unit in January. Ensure that you develop and apply the skills learnt from your first year 10 project through your evidence in recording, developing, refining and presenting a final outcome in your yr11 mock exam.

You will need to use all your research from terms 6 in year 10 and terms 1+2 of year 11 to bring it together for a conclusion and outcome for your year 11 mock exam final piece for this unit of work.

## Key Vocabulary and Terminology



Tier 2: primary observation, media, refine, respond, present, artist analysis, mixed media, develop, outcome

Tier 3: lino printing, etching, stitch, paper cut, photo manipulation

## Further Learning



Tate modern: [Art and Artists](#)

BBC Bitesize (GCSE): [Art and Design](#)

## Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
Self-Regulation	Courage	Commitment	Team Work	Leadership
Determination	Curiosity	Verbal Confidence	Social Intelligence	Citizenship

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# Student Learning Journey

**Subject: Business GCSE AQA Unit 3.6 Year 11 Finance**

## Previously you have learnt



The reasons a business starts up and the aims and objectives that a business will have. You have also learnt about the types of legal structures and the benefits and drawbacks of each one; these will be important when you start to talk about growth. Last term, we learnt about how businesses are influenced by internal and external factors such as economic conditions, technology, competition, legal regulations, and social trends. These affect decisions on production, marketing, and finance.

## In this unit you will learn



how businesses manage money, including sources of finance like loans, overdrafts, and share capital. It also involves budgeting, cash flow management, and understanding profit and loss. Lastly you will learn about effective financial planning to ensure a business can operate smoothly and invest for future growth and stability.

## Key Vocabulary and Terminology



Tier 2: Interest rate, sources of funding, grants, retained profit, share capital, profit, break even, costs, liabilities, assets, cash flow, income statement, ratio analysis

Tier 3: Overdraft, mortgage, capital expenditure, revenue expenditure, working capital, debentures, dividends, budgeting, capital gain, financial forecasting

## Further Learning



[Financial terms and calculations](#)

[Analysing the financial performance of a business](#)

[Short-term finance - Sources of Finance](#)

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# Student Learning Journey

**Subject: Computer Science Year 11 Logic and languages**

## Previously you have learnt



some of the logic gates used in a computer. You also learnt how to program in Python and used IDLE to type in your programs and execute them. Earlier in the course, you learnt the Fetch-Decode-Execute cycle used by the processor to execute instructions.

## In this unit you will learn



what is meant by an IDE, what features are commonly found in IDEs and how IDLE is one. You will learn how a program gets translated into machine code that can then be executed using the FDE cycle. You will look at what makes code better, how it should be tested and what programmers do as best practice. You will also revisit logic gates and learn how to understand and draw a logic diagram of a logic circuit for a given problem.

## Key Vocabulary and Terminology



Tier 2: label, draw, complete, define, describe, expected, actual

Tier 3: logic, defensive design, translator, IDE, reusable, syntax, trace table, high-level language, low-level language, assembly, compiler, machine code, breakpoint, runtime, error diagnostic, erroneous test data, normal test data, invalid test data, boundary test data

## Further Learning



[Trace Tables](#)

[Identifying errors and suggesting fixes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Dance Year 11 Term 1 and Term 2 - Solo and Duet/Trio.**

## Previously you have learnt



Last year you learned the set works for the GCSE dance paper and began to look at different ways of using stimuli to make dances. You also began to explore the use of a prop and how to dance effectively with a partner.

## In this unit you will learn



In this unit, you will learn 2 of 4 set phrases that have been created by AQA for your final assessment. You will also take the remaining 2 set phrases and develop them to make your own Duet/Trio performance. You will be able to work on your Duet/Trio either in collaboration with the teacher or just a collaboration between groups.

## Key Vocabulary and Terminology



Tier 2: Performance techniques, concentration, commitment, performance, evaluation, action, space, dynamics, relationships.

Tier 3: Choreographic process, structuring, form, choreographic devices, safe working practices, mental skills and attributes, expressive skills.

## Further Learning



<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification/subject-content/performance>

This link is direct to the exam board with the full information about both practical components.

[Choreographic Devices](#): This video will cover choreographic devices and will help develop your

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# Student Learning Journey

**Subject: Drama Year 11 Term Two: Performing/Designing a Script**

## Previously you have learnt



How to take a script from page to stage in Year 10 with *DNA* –specifically focussing on the craft of the actor in terms of vocal and physical skills, or as a designer of costume, lighting, set or sound.

## In this unit you will learn



To put your practical skills into practice by taking TWO extracts of a script and preparing a performance to a live audience.

You will work as either a performer or designer on a combination of monologues, duologues or group pieces and rehearse two performances for assessment to a visiting examiner.

This will be 20% of your GCSE.

## Key Vocabulary and Terminology



**Tier 2:** designer, performer, rehearsal, cue

**Tier 3:** Pitch, pace, pause, emphasis, volume, intonation, tone, space, body language, posture, gesture, eye contact, movement, facial expression, proxemics, gait, inflection, accent, tension, conflict, climax, dramatic pause, contrast, juxtaposition, convention, device.

## Further Learning



[Scripted drama - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

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# Student Learning Journey

**Subject: GCSE English Language Year 11 Explorations in Creative Reading and Writing**

## Previously you have learnt



At Key Stage 3, you will have read high quality classic prose fiction, such as *Oliver Twist* by Charles Dickens and the *Sherlock Holmes Mysteries* by Arthur Conan Doyle.

You will have developed ways to approach and analyse class reader texts, such as *Skellig* and *The Secret Garden*. In addition, your own background in reading for pleasure will be a great help and support to you in your studies for Paper 1!

## In this unit you will learn



**Ways to approach English Language Paper 1 Section A:** You will learn how to read, understand and analyse a high quality unseen prose fiction extract. You will learn the particular assessment foci of each question in Section A. You will understand the best way to approach each question, including timings, key words, and phrases that will help you to gain marks.

You will learn strategies to help you write a successful response to the creative and descriptive writing prompts in Section B.

## Key Vocabulary and Terminology



**Tier 2:** metaphor, extended metaphor, simile, personification, repetition, chronology, revelation, resolution, climax, setting, focus, shift, zoom

**Tier 3:** protagonist, antagonist, author, exposition, characterisation, foreshadowing, cyclical structure, sibilance, juxtaposition, narrative voice, narrative perspective, allusion, imagery, symbolism, motif, flashback

## Further Learning



[GCSE English Language - BBC Bitesize](#) (choose AQA)

[Structure of fiction texts - Language and structure - AQA - GCSE English Language Revision - AQA - BBC Bitesize](#)

## Hatton Character Qualities

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# Student Learning Journey

Subject: GCSE English Literature Year 11 *Romeo and Juliet* by William Shakespeare

## Previously you have learnt



In year 7 you have learnt about the play *A Midsummer Night's Dream* by William Shakespeare. In year 8 you then learnt about the play *The Tempest* by William Shakespeare. Finally in year 9 you learnt about *Macbeth* by William Shakespeare. Whilst studying these plays you explored how to approach and analyse Shakespearean language and how to understand and utilise historical context.

## In this unit you will learn



**Ways to approach Shakespearean drama:** understanding Shakespeare's place within history and the literary canon. It will involve exploring the ways in which Shakespeare makes meaning, including the exploration of layers of meaning. You will learn to construct sophisticated arguments to explain your evaluation of the text and its ideas. **The ways in which context informs and influences a text:** explore the contexts that shaped the play looking at Elizabethan, Renaissance and Early Modern values, traditions, events, beliefs and features. You will explore how these might have shaped the play; you will also explore the ways in which the play can and perhaps should be perceived in your context of reception.

## Key Vocabulary and Terminology



**Tier 2:** love, violence, romantic, hostile, adversary, canker, malcontent.

**Tier 3:** Renaissance, Elizabethan, tragic, inevitability, patriarchy, feudal, courtly love, Petrarchan, sonnet, prosody, ribaldry, profanity, metaphor, iambic pentameter, blank verse, defiance, predestination, mutability, lyricism, dictatorial, city-state and hypocritical.

## Further Learning



[Shakespeare Birthplace Trust – Museum from Home](#)

[Romeo & Juliet: Full Play](#)

[BBC Bitesize: Romeo & Juliet Revision](#)

[Romeo and Juliet | University of Oxford Podcasts - Audio and Video Lectures](#)

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# Student Learning Journey

**Subject: Film Studies – Year 11 – US Comparative – Invasion of the Body Snatchers and ET.**

## Previously you have learnt



In your year 9 study, you have learnt about key theories and elements of film form, alongside how to analyse these elements. In year 10, you have studied a range of film texts, including Tsotsi, District 9 and Attack the Block. You have analysed these films in relation to aesthetics, representation and narrative. Alongside this, you have studied the political, social, historical and technological context of these films and how they have influenced spectator response.

## In this unit you will learn



This unit will have you comparing the two science fiction films – Invasion of the Body Snatchers and ET. You will analyse various elements of film form, the representations created and the narrative of these films. You will also explore the contexts of these films, including the New Hollywood film industry and the Cold War. You will learn how to construct a comparative analysis of these two films in preparation for your component 1 exam.

## Key Vocabulary and Terminology



Tier 2: analyse, connotations, summarise, representation, symbolises, stereotype

Tier 3: Alienation CinemaScope American dream Technicolor Communism  
Multiplex Capitalism Generation X

## Further Learning



Blended learning document - [https://d3kp6tphcrvm0s.cloudfront.net/wjec22-23\\_2-5/0/5](https://d3kp6tphcrvm0s.cloudfront.net/wjec22-23_2-5/0/5)

YouTube revision playlist -

<https://www.youtube.com/watch?v=hzed0ZMufJQ&list=PLdVUvyQLPgRZPGOAdGhGjxbPkC-I3Otai>

Context revision - <https://www.youtube.com/watch?v=ID1RfdUfRYo>

Invasion of the Body Snatchers - [https://www.loc.gov/static/programs/national-film-preservation-board/documents/invasion\\_body.pdf](https://www.loc.gov/static/programs/national-film-preservation-board/documents/invasion_body.pdf)

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# Student Learning Journey

**Subject: Geography Year 11 The Living World**

## Previously you have learnt



In previous units, "Challenges of Resource Management," you explored how energy, food, and water resources are managed to meet the needs of society and industry. You learnt about different types of energy resources, including renewable and non-renewable sources, and the challenges of managing them sustainably. The unit also covered the global distribution and availability of food and water, focusing on issues like food security, sustainable agriculture, and water scarcity. You explored the complex interconnections between energy, food, and water resources and the strategies required to manage them effectively.

## In this unit you will learn



In this unit, you will delve into the global distribution and characteristics of various ecosystems, including tropical rainforests, coral reefs, and polar regions. You will learn about the concept of biodiversity and why it is crucial for ecosystem health and resilience. The unit will cover the interdependence within ecosystems, focusing on the relationships between climate, soil, water, plants, and animals. You will explore the human impacts on these ecosystems, such as logging, mining, and tourism, and how we can manage and protect these environments sustainably.

## Key Vocabulary and Terminology



**Tier 2:** Sustaining, Management, Threat

**Tier 3:** Ecosystem, Biodiversity, Tropical rainforest, Coral reef, Polar regions, Nutrient cycle, Sustainable management, Ecotourism, Biosphere reserves, Deforestation, Pollution, Climate change, Conservation, Food chains, Ecosystem health, Resilience, Human impacts, Logging, Mining, Tourism, Environmental protection, Habitat destruction, Ecosystem services, Sustainable practices, Natural resources, Conservation efforts, Ecosystem management, International agreements.

## Further Learning



- Ecosystems and Biomes [biomes](#)
- Sustainable Management: [sustainable solutions](#)
- National Geographic on Ecosystems: [ecosystems](#)

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# Student Learning Journey

**Subject: Term 2 German Die Zukunft – Future plans**

## Previously you have learnt



In Y9 we have briefly covered jobs and in Y10 we looked at school and exams. The subjunctive and conditional tenses have been covered in Y9/Y10 for receptive skills.

## In this unit you will learn



We will be looking at future plans this last term: exams, gap years, careers, our strengths and weaknesses, hopes and dreams. The future tense will be consolidated alongside the subjunctive and conditional tenses and a focus on using this for productive skills. A focus will be on exam skills preparing for the mocks which take place this term.

## Key Vocabulary and Terminology



Tier 2: reflexive verbs, different tenses, conditional and imperfect subjunctive, subordinating conjunctions, using adjectives as nouns

Tier 3: You will be able to answer questions such as:

*Als was möchtest du arbeiten?*

*Was machst du um Deutsch zu lernen?*

## Further Learning



Please look at our department Padlet. Here you will find all the Knowledge Organisers with the key vocabulary:

[KS4 - German links \(padlet.com\)](#)

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# Student Learning Journey

**Subject: Health and Social Care year 11 R035 How to plan and deliver a campaign**

## Previously you have learnt



About the principles of care in health and social care and supporting individuals through life events.

## In this unit you will learn



To create your own Public Health Campaign and evaluate your performance. You will use your knowledge and the information learnt to compete coursework.

## Key Vocabulary and Terminology



**Tier 2:** dependency, mental health first aiders, type 2 diabetes, obesity, life expectancy.

**Tier 3:** morbidity, mortality, HPV vaccine, IVF, HIV, endorphins, socio-economics and disposable income.

## Further Learning



[Public Health England - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[NHS England](https://www.nhs.uk)

[Public Health Campaigns | Research Prevention | ODP \(nih.gov\)](https://www.odp.nih.gov)

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# Student Learning Journey

**Subject: History GCSE, Year 11, Conflict and Tension: The Interwar Years 1918-1939**

## Previously you have learnt



How the long-term and short-term causes led to the start of the First World War. You also learnt about the fallout from the First World War and the key events of the Second World War. Throughout Years 7 – 9, you have regularly studied and compared the causes and consequences of many key events, including a number of conflicts, understood the influence of alliances and disputes and how war often has long- and short-term causes.

## In this unit you will learn



How the world went from the end of the First World War to the start of the Second World War. You will learn in detail the terms of the Treaty of Versailles; how Britain, France and America reacted to the terms, and their differences in how they believed Germany should be treated for 'starting' the war. You will also judge the success of the League of Nations in its peacekeeping aims, and how the rise of Hitler was dealt with through foreign relations such as appeasement from Britain and how this largely contributed to the start of WW2.

## Key Vocabulary and Terminology



**Tier 2:** Alliance, treaty, pact, trade, vote, crisis, prime minister, president

**Tier 3:** Diktat, reparations, Appeasement, November Criminals, Great Depression, Big 3

## Further Learning



[AQA Conflict and Tension Revision](#)

[AQA GCSE History](#)

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# Student Learning Journey

**Subject: Hospitality and Catering Year 11**

## Previously you have learnt



In term 1 you were taught about the different types of employment role and their responsibilities within the industry. You have gained an understanding of the specific personal attributes, qualifications and experience an employer would look for to fulfil the roles in the hospitality and catering industry. You explore and discuss the contributing factors to the success of hospitality and catering provisions. You have continued to develop your practical skills by cooking a variety of products.

## In this unit you will learn



This term you will gain knowledge and understanding of the following areas: workflow of the front of house, workflow of the catering kitchen, large equipment, small equipment utensils, materials for cleaning, first aid kit and safety materials. You will be exposed to documentation and administration, dress code requirements for front and back of house. You will continue to develop your practical skills by cooking a variety of products that is suitable to be served in a restaurant setting.

## Key Vocabulary and Terminology



Tier 2: Demonstrate, Analyse, identify, Explain, justify

Tier 3: Workflow, stock control, temperature control, FIFO, digital system

## Further Learning



Textbook: Level 1/2 Vocational Award Hospitality and Catering; Course Companion Author Alison Palmer

Website: [WJEC H&C](#) Videos: [Front and back of house](#)

BBC Bitesize: [Hospitality and Catering](#)

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# Student Learning Journey

**Subject: Digital information Year 11 R070 Section A – Planning an augmented reality design.**

## Previously you have learnt



In year 10 you have been taught to research user needs, analyse target audiences, and create detailed design plans. You learnt to consider functionality, usability, and accessibility, as well as digital tools for AR, storyboarding, sketches, and project objectives. Planning also included risk assessment, materials, and time management for successful AR design.

## In this unit you will learn



how to plan and prepare an AR project before creating it. They focus on understanding the purpose of the AR experience and identifying the problem it will solve, while researching user needs and target audiences to ensure the design is engaging, accessible, and usable. Students plan content and functionality, including interactive elements, multimedia, and AR features, and create design documentation such as storyboards, sketches, or wireframes to map out the user experience. They also consider technical requirements, including hardware, software, and compatibility, while evaluating potential risks or limitations, such as safety, accessibility, or technological constraints.

## Key Vocabulary and Terminology



Tier 2: Augmented Reality (AR), user needs, target audience, storyboarding, sketches, functionality, usability, accessibility, risk assessment, project objectives

Tier 3: User experience, interface design, interactive prototyping, immersive technology, design specifications, workflow optimisation, feasibility analysis, stakeholder requirements, content integration, iterative development

## Further Learning



[Cambridge Nationals I.T.: Planning Tools \(LO1 #5\) - YouTube](#) (videos 5,6,7 and 8)

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# Student Learning Journey

**Subject: Life Skills Year 11 The wider world**

## Previously you have learnt



In Year 7 you looked at the basics of government and democracy, along with voting and citizenship. In Year 8 you looked at financing Foreign aid and budgeting and in Year 9 you completed a Unit on Digital responsibility. In Year 10, one topic you covered the laws on Extremism and Diversity with a focus on government responsibility.

## In this unit you will learn



Why it is important to respect civil and criminal law as well as the guidelines put in place by the British Government. You will reflect on why it is important to respect different beliefs and religions. Lessons will look at the British values, norms and the rule of law as well as Democracy. These sessions will teach you how society works in modern Britain. You will also learn how social media can be used both responsibly and irresponsibly meaning that false information may be shared and this could fuel extremism and intolerance. You will learn how to recognise false and misleading information.

## Key Vocabulary and Terminology



Tier 2: British values, democracy, fundamental, universal, constituency, parliament, government, austerity, social media

Tier 3: Arbitrary, Monarchy, Oligarchy, authoritarianism, totalitarianism

## Further Learning



[BBC BiteSize - Rights and responsibilities](#)

[Impact of Social Media on Society: Benefits and Drawbacks \(webdigital.ca\)](#)

[Easy peasy politics: Democracy - BBC Bitesize](#)

[Welcome to your UK Parliament - Parliament UK Education](#)

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# Student Learning Journey

**Subject: Mathematics Year 11 2D Shape and Space: KLP 5**

## Previously you have learnt



How to use a protractor to draw an angle. You have learned how to recognise key angles, and how to recognise and describe different types of triangles.

## In this unit you will learn



How to use a compass to sketch standard constructions. You will learn how to construct perpendicular bisectors and diagrams given specific information. You will also learn how to construct loci and describe regions satisfying a combination of loci. You will also learned how to construct and interpret scale drawings from maps.

## Key Vocabulary and Terminology



Tier 2: scale, accuracy, estimate, compass, protractor

Tier 3: perpendicular bisector, constructions, loci, line segment, obtuse, acute, reflex

## Further Learning



[Loci & Constructions](#)

[Perpendicular Bisector](#)

[Scale Drawings](#)

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# Student Learning Journey

**Subject: Mathematics Year 11 Mock Preparation**

## Previously you have learnt



The complete the GCSE Maths Course. The GCSE Higher is split into 12 units: Number Sense, Introduction to Algebra, Representing Numbers, Algebra in Context, Data and Statistics, Ratio and Proportion, 2D Shape and Space, Trigonometry, 3D Shape and Space, Sequences and Graphs, Representing Movements, Probability, Advanced Algebra. You will also have taken several assessments and will have an idea of where you need to practice.

## In this unit you will learn



How to consolidate all of your knowledge from the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

## Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous student learning journeys for topic specific vocabulary.

## Further Learning



[Edexcel GCSE Maths Past Papers - Revision Maths](#)

[Topic Specific Maths Practice](#)

[Further Practice Split by Topic](#)

## Hatton Character Qualities

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## Further Learning



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[Topic Specific Maths Practice](#)

[Further Practice Split by Topic](#)

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# Student Learning Journey

**Subject: Music Year 11 BTEC Term 2**

## Previously you have learnt



At the start of this academic year we started to work on Component 2: Music Skills Development. You have completed baseline assessments of your skills and confidences, and produced examples of your performance and composition skills for self-evaluation.

During Term 1 you started to develop your skills and competencies within performance and composition.

## In this unit you will learn



During this term you will continue to develop your musical skills, evidencing your development and improvements as both a musician and a composer. While developing your skills you will complete evidence milestones, evaluating your progress as you develop.

## Key Vocabulary and Terminology



Tier 2 - compose, contrast, improve, develop, variation, evaluate, melody, pitch, tempo, dynamics, texture, effects, distortion, modulation, reverb, echo,

Tier 3 – audio mix, insert point, adaptive audio technology, AI composition, cover version, auditioning, manipulation

## Further Learning



Use the online resources on the MS Team to support your knowledge and skills development

## Hatton Character Qualities

<b>Resilience</b>	<b>Open Mindedness</b>	<u>Creativity</u>	Responsibility	Empathy
Self-Regulation	Courage	<b>Commitment</b>	<b>Team Work</b>	Leadership
<b>Determination</b>	<b>Curiosity</b>	Verbal Confidence	<b>Social Intelligence</b>	<b>Citizenship</b>

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# Student Learning Journey

**Subject: PE Year 11 Handball**

## Previously you have learnt



The students will learn about Set Plays and effective tactics used for these to be successful. The students will learn about specific positional play in 11aside football when attacking and defending.

## In this unit you will learn



In year 11 the students will look at formations and how defend and attack set plays. They will look at how to manage games and different scenarios in 11 aside football matches.

## Key Vocabulary and Terminology



Tier 2 technique, communication

Tier 3 positioning, distribution, decision making

## Further Learning

[Defending Crosses](#)

[Attacking crosses](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: RS Year: 11 Topic: What duties do we have as global citizens?**

## Previously you have learnt



In year 7, you have considered what social justice is, and religious attitudes to it. You have considered what justice looks like in more detail in year 9 when asking 'What does justice look like in the 21<sup>st</sup> century'. You considered what a 'just war' is in year 10, and thought about the ethics and morality of war, peace and conflict. You have most recently considered social justice in relation to gender equality and the role of women in the home historically and in relation to religious teachings.

## In this unit you will learn



You will now explore social justice and human rights through the lens of different religious perspectives. You will be exploring current and historic examples of human rights infringements, and religious responses to them. You will consider what your role as an individual should be in seeking social justice and protecting human rights. You will consider responses from multiple different faiths to historic examples of human rights violations. You will also consider in depth what religious freedom is.

## Key Vocabulary and Terminology



**Tier 2:** Evil, suffering, religion, theory, application, good, bad, evil, human rights, social justice

**Tier 3:** Business ethics, utilitarianism, exploitation, people trafficking, child labour, artha, role, status, tithe, tzedakah,

## Further Learning



[knowledge organiser](#)

[bbc bitesize](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Design Technology – Year 11 - NEA**

## Previously you have learnt



Over the course of key stage 4 you have engaged in a range of practical projects that follow part/all of the design process, that is: investigation and research, design brief and specification, design ideas and development, planning and manufacturing and evaluation. For each of these areas of the design process you have learnt skills and techniques to complete each element in depth and to a high standard.

## In this unit you will learn



You will learn about the iterative design process, how to explore a context, identify a client, conduct meaningful research from which you develop a concise design brief and justified specification. This will then inform design ideas, prototyping and development. You will go on to apply skills in planning and manufacture to produce a prototype model of your chosen design idea which you finally test and evaluate.

## Key Vocabulary and Terminology



Tier 2: consider, evaluate, analyse, plan, identifying, investigating, generate

Tier 3: iterative design, design fixation, design brief, specification, manufacture

## Further Learning



BBC Bitesize: [Designing and Making Principles](#)

Technology Student: [Design and Technology NEA](#)

Supporting textbook: [CGP Design and Technology GCSE textbook](#)

## Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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# Student Learning Journey

**Subject: Science Year 11 Paper 1**

## Previously you have learnt



In Year 9 and 10, you have learnt the key concepts on the paper 1 topic list. In Biology you have learnt about cells, enzymes, transport, mitosis, meiosis, genetics, natural and artificial selection and health and disease. In Chemistry you have learnt about states of matter, separation techniques, atoms and the periodic table, bonding, acids and alkalis, calculations, electrolysis and chemical reactions. In Physics you have learnt about motion and forces, energy, waves and radioactivity.

## In this unit you will learn



To review and apply your knowledge of GCSE concepts from Years 9 and 10. You will revisit key ideas from the topic sheet and then build upon these. You will then complete exam style questions to ensure you are prepared for your end of year exams.

## Key Vocabulary and Terminology



Tier 2: Calculate, comment on, compare, conclude, describe, determine, devise, estimate, evaluate, explain, identify, plot, state, suggest.

Tier 3: Write a glossary of key terms for each topic independently.

## Further Learning



[BBC Bitesize – GCSE Combined Science Notes](#)

## Hatton Character Qualities

<b>Resilience</b>	Open Mindedness	Creativity	Responsibility	Empathy
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# Student Learning Journey

**Subject: Sociology Year 11 The sociology of Crime and Deviance**

## Previously you have learnt



The sociological explanations of educational differences in achievement and debates surrounding the family. Alongside this, you have applied research methods to both education and families, and consistently referred back to the core themes of sociology; socialisation, culture, identity, social stratification and power.

## In this unit you will learn



To explore the following questions; How is crime measured and researched? What causes crime? How should crime be controlled or punished? Why are there differences in crime rates between CAGE?

You will also apply research methods throughout the topic and make links to the core themes in sociology of; socialisation, culture, identity, social stratification and power.

## Key Vocabulary and Terminology



**Tier 2:** Crime, Deviance, Class, Age, Gender, Ethnicity, Victim, Criminal, Punishment, Youth offending

**Tier 3:** Blue collar, White collar, Social construction, Dark figure, Official statistics, Recorded crime, Reported crime, Detected crime, Self-report study, Victim survey

## Further Learning



[GCSE Sociology - Crime And Deviance Flashcards | Quizlet](#)

[Crime statistics](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Term 2 Spanish El Futuro te espera– Future plans**

## Previously you have learnt



In Y9 we have briefly covered jobs and in Y10 we looked at school and exams. The subjunctive and conditional tenses have been covered in Y9/Y10 for receptive skills.

## In this unit you will learn



We will be looking at future plans this last term: exams, gap years, careers, our strengths and weaknesses, hopes and dreams. The future tense will be consolidated alongside the subjunctive and conditional tenses and a focus on using this for productive skills. A focus will be on exam skills preparing for the mocks which take place this term.

## Key Vocabulary and Terminology



Tier 2: reflexive verbs, different tenses, conditional and imperfect subjunctive, subordinating conjunctions, using adjectives as nouns

Tier 3: You will be able to answer questions such as:

*¿A qué te gustaría dedicarte?*

*¿Qué estás haciendo para aprender español?*

## Further Learning



Please look at our department Padlet. Here you will find all the Knowledge Organisers with the key vocabulary:

[Spanish KS4 \(padlet.com\)](https://www.padlet.com/)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: BTEC Sport Component 1** Preparing Participants to Take Part in Sport and Physical Activity

## Previously you have learnt



To understand how different components of fitness are used in Outdoor Adventurous Activities, team games and fitness activities.

Participate in practical sports sessions that focus on skills and conditioned games, as well as, demonstrating your knowledge and understanding of different sports. Explain the roles and responsibilities of officials

Plan and deliver a sports lesson to a small group of students, including; skills, skills development and conditioned game.

## In this unit you will learn



**Learning outcome A: Explore types and provision of sport and physical activity for different types of participant:** A1 Types and providers of sport and physical activities. A2 Types and needs of sport and physical activity participants. A3 Barriers to participation in sport and physical activity for different types of participant. A4 Methods to address barriers to participation in sport and physical activity for different types of participants.

**Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity:** B1 Different types of sports clothing and equipment required for participation in sport and physical activity. B2 Different types of technology and their benefits to improve sport and physical activity participation and performance. B3 The limitations of using technology in sport and physical activity.

**Learning outcome C: Be able to prepare participants to take part in physical activity:** C1 Planning and delivering a warm-up

## Key Vocabulary and Terminology



**Tier 2:** Sport activities, Describe, Explain, Evaluate, Barriers, Provision, Mobiliser, Preparation

**Tier 3:** Characteristics, Cardiorespiratory, Musculoskeletal, Adapting, Delivering, Justification

## Further Learning

[Specification - Pearson BTEC Level 1/Level 2 Tech Award in Sport 2022 Issue 2](#)

[Use the revision books that we have purchased for you](#)

## Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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## Reflection on my learning journey

Read through the “Previously you have learnt” section of your SLJ and, with your partner, prepare to answer this question:

- *How does this unit that we are studying now, relate to previous learning?*
- *How do you think this unit will link to previous units?*
- *Tell me how (add in here a previous unit’s name) can support your learning in this unit?*

Your response:

- The unit we are studying now relates to previous learning in that...
- I think that this unit will link to the previous units by...
- Our previous unit on... helps my learning in this unit as I can use...

Date of diary entry (complete	Key things I have learned during this term.	Questions I have for the teacher and their response.	Confidence levels with this terms topics.
			  

How have this terms PE sessions built on my knowledge and skills from last term (complete at the end of the term)



# Student Learning Journey

**Subject: BTEC Sport Tech Award Sport -2 Taking part and improving performance**

## Previously you have learnt



In Component one you looked at the types of sport and activities available for different types of participant along with looking at sport providers and barriers which may prevent sport participation. Task two looked at the types of equipment and technology for Sport and Physical Activity. Task three gave you the opportunity to lead small group practices and game based situations.

## In this unit you will learn



About the components of fitness used for different sports activities. You will also learn how to take part in sport as well as the roles and responsibilities of officials within the games that you play. You will work on how to improve sport techniques for you and your peers as participants.

## Key Vocabulary and Terminology



Analyse ; Communicate; Demonstrate ; Component ; Aerobic Endurance; Muscular Endurance ; Strength ; Speed ; Flexibility; Body Composition ;Power ; Agility ; Reaction Time; Balance ; Coordination ; Technique ; Officials;

## Further Learning




[Specification - Pearson BTEC Level 1/Level 2 Tech Award in Sport 2022 Issue 2](#)

[Use the revision books that we have purchased for you](#)

## Hatton Character Qualities

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## Reflection on my learning journey

What do I remember from last term? (complete at the start of the term)			
Date of diary entry (complete	Key things I have learned during this term.	Questions I have for the teacher and their response.	Confidence levels with this terms topics.
			  
How have this terms PE sessions built on my knowledge and skills from last term (complete at the end of the term)			



# Student Learning Journey

**Subject: BTEC Sport - Component 3 A1/A2/A3 (Exam):** Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity.

## Previously you have learnt



In **Component 1** you looked at the types of sport and activities available for different types of participant along with looking at sport providers and barriers which may prevent sport participation. Task two looked at the types of equipment and technology for Sport and Physical Activity. Task three gave you the opportunity to lead small group practices and game-based situations. In **Component 2** you learned about the components of fitness used for different sports activities. How to take part in sport as well as the roles and responsibilities of officials within the games that you play. You learned how to improve sport techniques for you and your peers.

## In this unit you will learn



A1 The importance of fitness for successful participation in sport Learners will understand how each of the components of physical and skill-related fitness are required to perform well in selected sports and how these are used when playing in different positions in team sports. **Components of physical fitness (BASSFM):** Aerobic endurance, muscular endurance, muscular strength, speed, flexibility and body composition. **Components of Skill related fitness (CRABP):** Power, agility, reaction time, balance and coordination. A2 Fitness training principles and how they can be applied to training programmes: **Basic principles of training (FITT) & Additional Principles of Training (SPORTAIR)**. A3 Exercise intensity: Heart rate intensity, Target zones, MHR, The Borg Scale – Rating of perceived exertion, 1RM, 15 RM and technology to measure intensity

## Key Vocabulary and Terminology



**Tier 2:** Aerobic endurance, muscular endurance, muscular strength, speed, flexibility and body composition. Power, agility, reaction time, balance and coordination

Frequency, intensity, time & Type. Specificity, Progressive-overload, Variation, Tedium, adaptation, reversibility, individual needs & rest and recovery

Perceived Exertion

**Tier 3:** Demonstrate, Concepts and processes

Further Information



[Specification - Pearson BTEC Level 1/Level 2 Tech Award in Sport 2022 Issue 2](#)

[Use the revision books that we have purchased for you](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Mathematics Year 11 Exam Preparation**

## Previously you have learnt



The complete the GCSE Statistics Course. The GCSE Statistics is split into 8 units: Collection of Data, Processing, Representing and Analysing Data, Measures of Central Tendency, Scatter Diagrams and Correlation, Time Series, Probability, Index Numbers and Probability Distribution. You will also have taken several assessments and will have an idea of where you need to practice.

## In this unit you will learn



How to consolidate all of your knowledge from the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

## Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous student learning journeys for topic specific vocabulary.

## Further Learning



[Edexcel GCSE Maths Past Papers - Revision Maths](#)

[Revision Resources](#)

[Revision Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Textiles Year 11 Mock exam unit**

## Previously you have learnt



Throughout this course, you have developed a wide range of practical skills, including decorative surface pattern techniques, pattern adaption and garment construction. You have learnt how to research and develop work in response to a theme and explore the work of contemporary and traditional designers and textile artists. You are able to generate, develop and communicate creative design ideas in a personal way and can organise and present your work effectively both in a sketchbook and on portfolio pages.

## In this unit you will learn



In this module, you will learn how to apply these skills and knowledge to the exam unit. You will interpret a creative brief that is asking you to produce specific work for an identified audience. You will further develop your ability to work independently and plan for sustained periods of practical work under exam conditions. You will refine your ability to reflect on your own skills and development and communicate this effectively both in written and visual formats culminating in a digital portfolio.

## Key Vocabulary and Terminology



Tier 2: Confident, competent, effective, plan, refine, develop, intention, constraints

Tier 3: Design Brief, Design Development, portfolio, client, surface pattern, garment construction, visual communication

## Further Learning



Victoria and Albert Museum [Fashion collection](#)

Textile Artists [Contemporary Textile artists](#)

BBC Bitesize [The creative process](#)

## Hatton Character Qualities

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