



Student Learning Journey

Subject: Art Year 8 Portraiture

Previously you have learnt



You will have explored two different rotations of Art and Design in year 7. Within both rotations you will have explored a wide selection of artists including, Yayoi Kusama, David Hockney and Andre Derain in the Colour and Pattern rotation and Antoni Gaudi and Steven Wiltshire in your second rotation. You will have explored media processes including, printmaking, collage, clay, colour theory, tonal drawing, watercolour and poster paint.

In this unit you will learn



This unit you will learn about portraiture and build on the skills from year 7 and from the knowledge gained in your first year 8 project architecture. You will learn how to scaffold the face and apply facial features accurately, how to collage a portrait, explore artists in a personal way and interpret the work of both historical and contemporary portrait artists. You will use a range of media from traditional drawing methods, to dry mono print, painting, collage and photography all based around portraiture. You will learn about a wide range of contemporary artist's as well as some ancient artist works that studied portraitures.

Key Vocabulary and Terminology



Tier 2: Explore, analyse, develop, evaluate

Tier 3: Symmetry, Collage, Fragmenting

Further Learning



The National Portrait Gallery London: www.npg.org.uk

What is a portrait? Tate Gallery definitions and further research: www.tate.org.uk/art/art-terms/p/portrait

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: Art Year 8 Architecture

Previously you have learnt



You will have explored two different rotations of Art and Design in year 7. Within both rotations you will have explored a wide selection of artists including; Yayoi Kusama and Antoni Gaudi in your 'Natural Forms' project, and David Hockney and Andre Derain in 'Colour and Pattern'. You have in-depth understanding of formal elements such as colour, tone, shape, form, composition, texture, pattern, and line, as well as using a range of dry and wet-media.

In this unit you will learn



The focus of your project in Year 8 is Architecture, and you will continue to explore a wide selection of media, creative processes, and analyse a selection of aesthetic Artists. You will learn the fundamentals of perspective, how to deconstruct images of buildings that look at angles, realism, and line. Alongside this, we will explore collage methods, sculpture, modern art concepts, mixed media approaches, and a range of drawing techniques. All skills learnt in this project will embed prior knowledge, whilst maintaining creative freedom opportunities to express yourself and your own ideas. You will explore contemporary and historical Architecture Artists to develop techniques and methods, resulting in a sustained outcome.

Key Vocabulary and Terminology



Tier 2: nature, form, observe

Tier 3: architecture, collage, composition, sculpture

Further Learning



V&A Exhibition links : [V&A Architecture](#)

Museum of architecture: [Architecture exhibitions](#)

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Student Learning Journey

Subject: Computer Science Year 8 Algorithms

Previously you have learnt



How to build computer programs using the programming language called 'small basic'. You were introduced to key concepts such as how to build a program, how to create and use variables and how to output values on a screen. You should be able to write a program that includes inputs to simple questions from Year 7.

In this unit you will learn



How to find a computer solution to a problem without worrying about a specific programming language like Small Basic or Greenfoot. You will learn how algorithms can be used to help solve problems, to describe processes, to map out the steps necessary to achieve a goal, and the extent to which a problem is actually solvable.

Key Vocabulary and Terminology



Tier 2: Condition, input, output, process.

Tier 3: Flow chart, pseudocode, sequence, selection, iteration, loop, decision.

Further Learning



<https://www.geeksforgeeks.org/introduction-to-algorithms/>

[What is an algorithm?](#)

[What is computational thinking?](#)

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Student Learning Journey

Subject: Dance Year 8 Rotation 1 - Appreciation and Choreography

Previously you have learnt



In year 7 you looked into musical theatre dance and how to develop professional choreography to make your own phrase. You looked at how to use clear teamwork to use your creativity to form your own dances and be able to work in a clear collaboration to do so.

In this unit you will learn



In this unit you will learn how to choreograph using a stimulus and creating a dance through the use of contact work and how to safely work with a partner.

You will be working in a group and taking on the role of both dancer and choreographer; the skills a choreographer needs when teaching and creating.

Key Vocabulary and Terminology



Tier 2: choreograph, appreciation

Tier 3: action (travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight). Dynamics (fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt). Spatial (pathways, levels, directions, size of movement, patterns, spatial design) Contact (safe grips, body stance, control).

Further Learning



[Motif development GCSE Dance AQA - YouTube](#) – This video is explaining the advanced choreographic device of motif development.

[How to develop movements from a stimulus - YouTube](#) – This video I explaining a stimulus and how they are used in dance.

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Student Learning Journey

Subject: Drama Year 8 Rotation 1: Anti-social behaviour

Previously you have learnt



Drama skills such as Magic 7 and Performance Rules. You have also developed your understanding of creating tension and atmosphere in performance.

In this unit you will learn



How to use drama techniques to explore the theme of Peer Pressure and Anti-Social Behaviour. You will explore a variety of characters and have an opportunity to create your own Monologue for performance.

Key Vocabulary and Terminology



Tier 2: Voice, Eye Contact, Body Language, Movement, Facial Expression, Gesture, Proxemics, Rehearse, Perform.

Tier 3: Role Play, Still Image, Monologue, Thought Tracking, Hot Seating, Freeze-action-freeze, pitch, pace, pause, volume, emphasis, tone, direct address, characterisation.

Further Learning



[How performers use their body - Physical skills for interpreting a character - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

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Student Learning Journey

Subject: English, Year 8, Mystery

Previously you have learnt



In year 7 you looked at Oliver Twist and focused on contextual information of Victorian London including crime in the 19th Century and The Poor Law. Through reading Oliver Twist, you also explored 19th Century language. Furthermore, you explored different characters like The Artful Dodger and Bill Sikes and the effect they have on the reader.

In this unit you will learn



You will be transported back to the 19th Century to explore the cases of Sherlock Holmes and his sidekick Watson. You will learn more about the developments of crime including the formation of the police and detecting skills. You will continue practising your analytical paragraphs by using evidence and making inferences, just like Sherlock himself!

You will also develop your grammar skills by recapping sentence type and how they join together through clauses and conjunctions. You will also get the opportunity to write in different genres such as crime and gothic.

Key Vocabulary and Terminology



Tier 2: Metropolitan, periodical, serial, seldom, eccentric, deduction, reasoning, observing, distinction, sufficient, immense, scandal, compromise, reputation, expose, traction, domestic sphere, delicacy, oslters, introspection, curse, desolate

Tier 3: Protagonist, foil, genre, convention, passive, archetype, gothic, subordinate clause, conjunction

Further Learning



[BBC How was Sherlock Holmes created?](#)

[BBC Victorians Crime](#)

[BBC Sherlock Holmes](#)

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Student Learning Journey

Subject: Cooking and Nutrition Year 8 – School Lunch

Previously you have learnt



Last year in Cooking and Nutrition you have develop your knowledge about the principles of the Eatwell guide, looking on the different portion needed in order to have a balance diet. You were exposed to independent cooking by, exploring different cutting techniques and operating the cooker. You learnt how to follow hygiene and safety procedures when doing practical.

In this unit you will learn



You will learn you how to plan, prepare and cook a meal suitable for a school lunch. Know how to adapt a recipe for a given need and understand the requirements of the School Food Standards to provide healthy nutritious meals in schools. You will prepare and cook a variety of meals and know how to apply the principles of food safety and hygiene when preparing and cooking food. Evaluate the dish against set criteria from School Food Standards.

Key Vocabulary and Terminology



Tier 2: Know, explain, apply, analyse, evaluate

Tier 3: Energy Value, Nutritional Labelling, Allergy Management, Sustainability

Further Learning



Oak National: [Health and Safety – Preparation and Hygiene](#)

Oak National: [Recipe Development](#)

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Student Learning Journey

Subject: Geography Year 8 What makes coasts such a dynamic environment?

Previously you have learnt



In the previous unit we delved into the Earth's natural systems and processes, exploring the lithosphere, hydrosphere, biosphere, and atmosphere. You learnt about the rock cycle, water cycle, carbon cycle, and the impact of glaciation. The unit also covered biomes and their distribution, as well as the human impact on Earth's systems, such as deforestation and plastic pollution.

In this unit you will learn



This unit will focus on coastal processes such as erosion, transportation, and deposition. You will learn about landforms created by these processes and the human impact on coasts through tourism, development, and pollution. The unit will also explore coastal management strategies, including both hard and soft engineering approaches.

Key Vocabulary and Terminology



Tier 2: Coasts, Waves, Tides, Erosion, Beaches, Cliffs, Dunes, Pollution, Development, Protection

Tier 3: Erosion, Transportation, Deposition, Landforms, Tourism, Development, Pollution, Coastal management, Hard engineering, Soft engineering, Coastal processes, Coastal landforms, Human impact, Conservation, Rising sea levels, Coastal protection, Natural solutions, Climate impact

Further Learning



[Explore coastal processes and landforms from the British Geological Survey](#)

[Learn about coastal management strategies from the Environment Agency](#)

[Understand the impact of tourism on coasts from the Marine Conservation Society](#)

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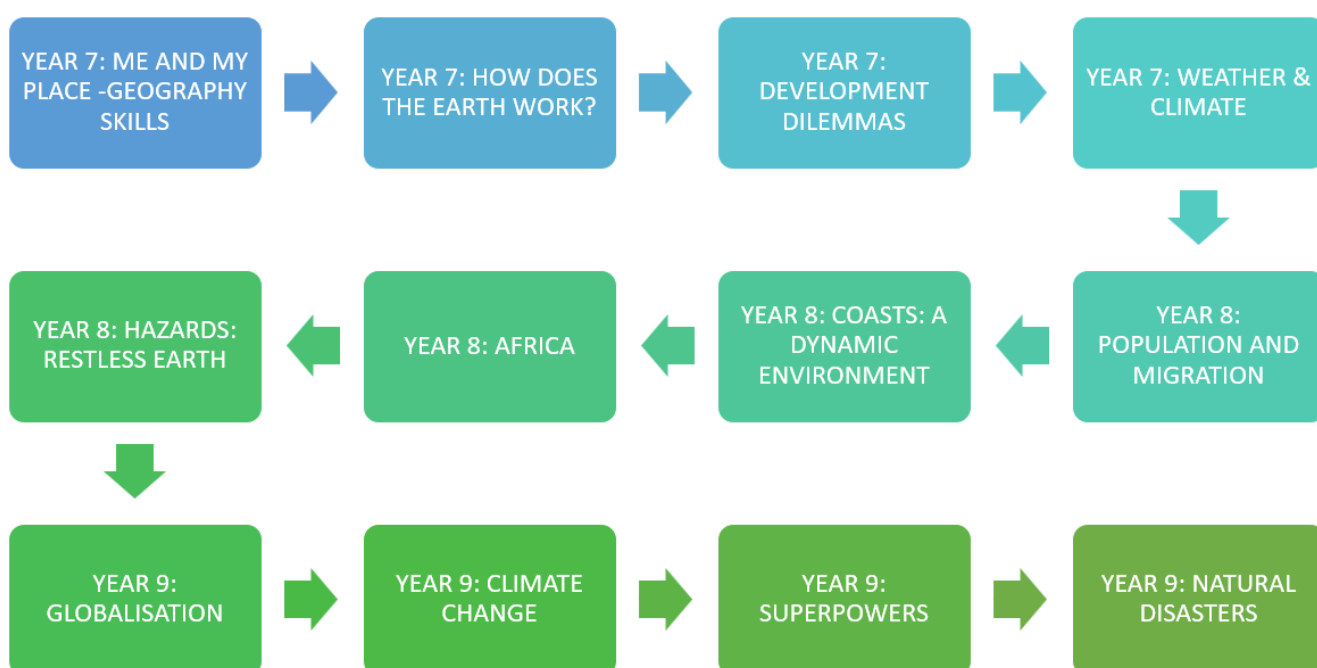
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Coasts: A Dynamic Environment

Topic Statement	😊	😐	😞
I understand how waves and tides shape coastlines through processes like erosion and deposition.			
I can describe different coastal landforms such as beaches, cliffs, and dunes.			
I know how human activities, like construction and pollution, impact coastal environments.			
I can evaluate different methods for coastal protection, including engineered structures and natural solutions.			
I recognize the importance of managing coastlines carefully to balance development and conservation.			
I understand how natural features like sand dunes and mangroves help protect coastlines.			
I am aware of how climate change, particularly rising sea levels, is affecting coastlines.			
I can examine how different places around the world manage their coastal areas.			
I understand the need to protect coastlines for economic, social, and environmental reasons.			
I can share what I learned from visiting a local coastline and its management strategies.			

WHAT WILL I LEARN ABOUT IN KEY STAGE 3



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Student Learning Journey

Subject: Geography Year 8 How does the Earth work?

Previously you have learnt



In the previous year you have gained a foundational understanding of geography and developed essential skills such as map reading, using Ordnance Survey maps, and understanding aerial photos. You learned to locate places worldwide, describe them using geographical vocabulary, and calculate real-world distances using map scales. You also practiced identifying directions with a compass rose, interpreting aerial photographs, and creating maps of your local area. You have considered how animals adapt to environmental threats and have a good understanding of the core principles of geography.

In this unit you will learn



This unit will delve into the Earth's natural systems and processes, exploring the lithosphere, hydrosphere, biosphere, and atmosphere. You will learn about the rock cycle, water cycle, carbon cycle, and the impact of glaciation. The unit will also cover biomes and their distribution, as well as the human impact on Earth's systems, such as deforestation and plastic pollution.

Key Vocabulary and Terminology



Tier 2: Earth, Water, Rock, Cycle, Biomes, Pollution, River, Glaciers, Systems, Natural

Tier 3: Lithosphere, Hydrosphere, Biosphere, Atmosphere, Rock cycle, Water cycle, Carbon cycle, Glaciation, Biomes, Deforestation, Pollution, Natural hazards, Earthquakes, Volcanoes, Floods, Interconnected, Human impact, Resources, Climate change, Atmosphere, Plate tectonics

Further Learning



The Rock Cycle: [BBC Bitesize](#)

The Water Cycle: [National Geographic Water Cycle](#)

Understanding Biomes: [Understanding Biomes](#)

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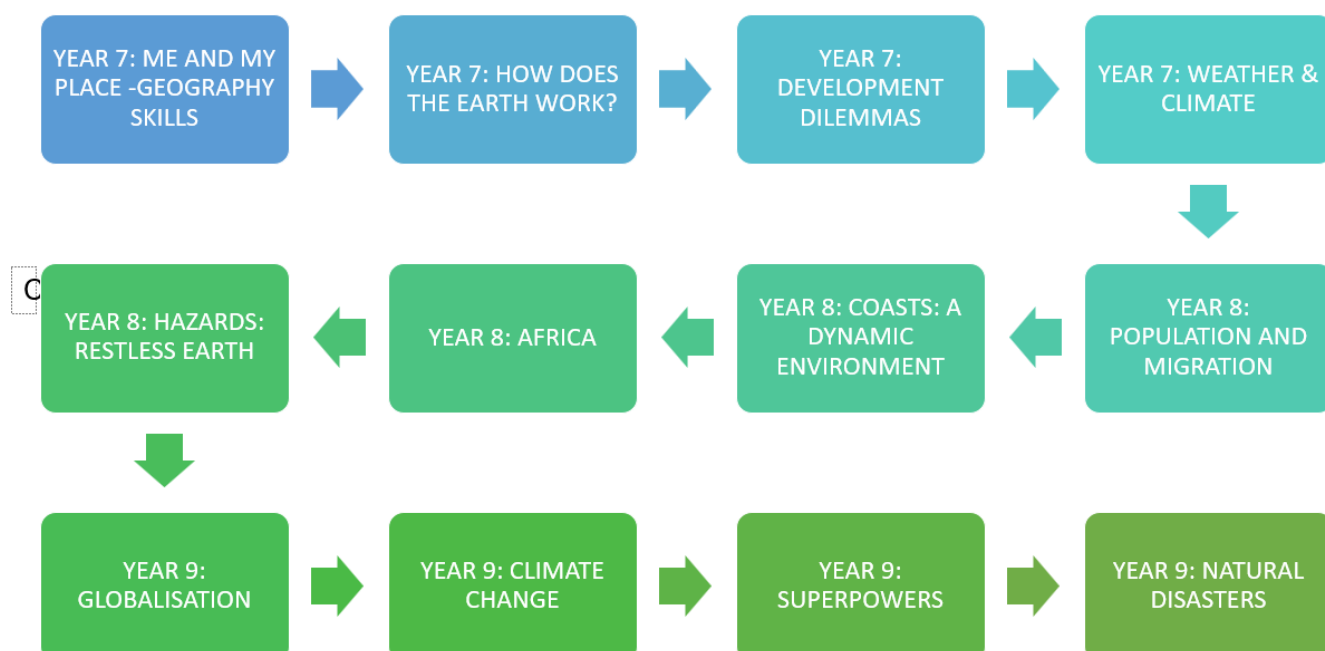
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How Does the Earth Work?

Topic Statement	😊	😐	😞
I know the four main parts of the Earth (lithosphere, hydrosphere, biosphere, atmosphere).			
I understand the rock cycle and how it shapes the Earth's surface.			
I grasp how the water cycle operates and why it's vital for life.			
I can explain the carbon cycle and its impact on climate change.			
I know the different biomes on Earth and how they adapt to their environments.			
I am aware of how human actions, like deforestation and pollution, affect Earth's systems.			
I understand the causes and effects of natural hazards like earthquakes, volcanoes, and floods.			
I know how glaciers have shaped and continue to shape the landscape.			
I recognize the importance of understanding Earth's systems to manage resources and handle natural hazards.			
I understand how Earth's systems are interconnected and how changes in one can affect others.			

WHAT WILL I LEARN ABOUT IN KEY STAGE 3





Student Learning Journey

Subject: YEAR 8 German Term 2: Shopping and clothes

Previously you have learnt



Last year we have learnt how to give opinions and justify those opinions, as well as learning adjectives to describe things. Last term we have begun to use the past tense to talk about food. Your phonics knowledge will have improved through reading aloud and speaking activities.

In this unit you will learn



How to talk about clothing and fashion in the present and future tenses. We will use the third person to describe what someone else is wearing using adjectives. We will look at what types of clothes they wear German speaking countries and how that differs from our country.

Key Vocabulary and Terminology



Tier 2: past perfect, future tense, infinitive verb, reflexive verb, word order, adjectives

Tier 3

You will be able to answer questions like:

Was trägst du zur Schule?

Was wirst du tragen?

Further Learning



Please look at our department Padlet under Y8 Unit 2. Here you can find all the vocabulary on the knowledge organisers.

[Padlet for KS3 German](#)

Hatton Character Qualities

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Student Learning Journey

Subject: History Year 8 What caused the Witch Craze?

Previously you have learnt



About the English Civil War and how it changed Britain. You will see that the 'witch craze' took a significant turn for the worse during the English Civil War so you should be able to explain why this was and how the English Civil War and Witchcraft are linked. Previously you may have only learnt about witches and witchcraft through popular stories like Roald Dahl's 'The Witches' or television programmes. This unit will give you an understanding of the history of witchcraft in the UK and to a lesser extent, Europe.

In this unit you will learn



What witchcraft was and how and why it died out. You will touch on the 'witch craze' in Europe and what were the factors that made witch hunts happen so regularly before focusing your investigations into Northampton. Through source analysis you will learn about the Northampton Witch Trials and see what they can teach us about witchcraft. We will practice the character skill of empathy to look at people's emotional experience when accusing others or being accused.

Key Vocabulary and Terminology



Tier 2: Witchcraft, similarities, differences, outcast, sources

Tier 3: Heresy, Monarch, interpretations, Malleus Maleficarum, Daemonologie, and Assizes.

Further Learning



[Seventeenth Century Witch Hunts](#)

[Witches of Northampton](#)

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Student Learning Journey

Subject: Lifeskills Year 8 Ethics in Careers - Finance

Previously you have learnt



In year 7 you learned about the skills that you will need in the world of work and why it is important to develop those skills. You will have learned about the Hatton Character Qualities and should be able to identify what they are and why they are important to you now and in the future.

In this unit you will learn



What money is and that people have different attitudes towards debt and savings. You will learn about different types of savings and borrowings and consider how monetary choices will change as you grow up. You will look at case study scenarios and consider what might be the best choices for those individuals and justify your answers. You will learn about financial peer pressure and why it is important that you are wary of how others may pressure you to spend your money. You will also learn that there are wrong ways to make money. You will then consider how you can be more employable and action plan how you can enhance your employability skills.

Key Vocabulary and Terminology



Tier 2: Finance, money, dilemma, peer pressure, core competencies, Hatton Character Qualities, audit.

Tier 3: Credit cards, overdrafts, car finance, mortgage, drug mules, money mules, online scams

Further Learning



[Finance - BBC Bitesize](#)
[Money Games and Online Financial Resources | MoneySense](#)
[\(mymoneysense.com\)](#)
[Home | Practical Money Skills](#)

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Student Learning Journey

Subject: Mathematics Year 8 Intro to Algebra

Previously you have learnt



To understand the difference between an expression, equation, formula, term, function and identity. Use and interpret algebraic notation leading to simplifying and manipulating algebraic expressions. This was then extended to substituting in values in order to evaluate expressions. You have learnt how to multiply a single term over a bracket.

In this unit you will learn



To use index notation and apply basic index laws. This will be extended into multiplying a single term over a bracket and collecting like-terms, multiplying two brackets together and simplify, all whilst including the use of index laws. You will also learn how to factorise algebraic expressions by taking out single term common factors.

Key Vocabulary and Terminology



Tier 2: interpret, evaluate, notation, equivalence

Tier 3: expression, equation, formula, term, function, identity, coefficients, brackets, simplify, manipulate, expressions, addition, subtraction, multiply, divide, integers, formulae, substitute

Further Learning



The [UKMT Maths Challenge](#) questions are a great source to deepen the understanding of the above topics.

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Student Learning Journey

Subject: Mathematics Year 8 2D Shapes

Previously you have learnt



In primary school to draw and measure lines and angles accurately. Understand the notation used for equal angles and lines and applying it to properties of triangles and quadrilaterals. You will have learnt in Year 7 to describe, sketch and accurately draw using conventional terms and notations. Classify quadrilaterals and triangles by knowing their properties including lines of symmetry and rotational symmetry and angles in polygons

In this unit you will learn



To extend your knowledge to derive and apply angle facts including angles in parallel lines. You will solve problems involving angle properties and how to form and solve equations using angle facts.

Key Vocabulary and Terminology



Tier 2: Estimate, measures, calculate, accuracy, regular, triangle, recognise, parallel, derive, adjacent, classify, interior, exterior

Tier 3: polygons, vertices, perpendicular, rotational symmetry, quadrilateral, alternate angles, corresponding angles, co-interior angles, transversal

Further Learning



[Don Steward Tangram Activity](#)

[Open Middle, Interior and Exterior Angles](#)

[Oak National Academy Lessons](#)

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Student Learning Journey

Subject: Mathematics Year 8 Algebra in Context

Previously you have learnt



In Year 7 to find the area and perimeter of basic shapes and write them as expressions. You have learnt to construct and solve simple linear equations using inverse operations.

In this unit you will learn



To construct and solve complex linear equations, including variables on both sides of the equations. You will learn to interleave your knowledge of angles facts and perimeter/area of 2D shapes to solve complex equations. This will extend beyond the shapes you have previously learnt to include the area and circumference of circle. You will also learn to change the subject of a formula and it's applications in other subjects.

Key Vocabulary and Terminology



Tier 2: construct, solve, addition, subtraction, variable

Tier 3: equation, inverse, multiplication, division, coefficient, formula

Further Learning



[Open Middle, 'solving one step, positive and negative solutions'](#)

[Don Steward, challenging solving equations with variable on one side](#)

[Oak National Academy Lessons](#)

[UKMT Maths Challenge Junior](#) questions are a great source to deepen your understanding.

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Student Learning Journey

Subject: Music Year 8 Rotation 1

Previously you have learnt



In Year 7 you learnt about music notation for **rhythm** and **pitch**, how to compose a melody using the **Pentatonic Scale**, and how to create a series of **variations** using **Texture, Timbre, Pitch, Rhythm and Dynamics**.

You developed your listening and analysis skills through **Gamelan** music, and listening to music from the **Western Classical Tradition**

In this unit you will learn



You are going to develop your **listening and appraising** skills, and **performance** skills through the 12 Bar Blues, and will **compose** music for film clips in a variety of genres.

You will also develop your ensemble performance skills by **rehearsing** and **performing** a popular song within a small group environment

Key Vocabulary and Terminology



Tier 2: compose, contrast, improve, develop, variation, evaluate, texture, structure, dynamics, tempo

Tier 3: monophonic, homophonic, polyphonic, verse-chorus, strophoic, rondo, straight rhythm, syncopated rhythm, Through-composed, leitmotif

Further Learning



Focus On Sound

[12 Bar Blues](#) [Pop Song Structure](#) [Dynamics](#)

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Student Learning Journey

Subject: PE Year 8 Football

Previously you have learnt



Students have learnt to dribble using both feet, when they are unopposed with a defender. The students have also worked on receiving and turning with the ball, then worked on pass and moving around the defenders. The students will have learnt how to shoot with the correct technique.

In this unit you will learn



The students are dribbling and turning against defenders which will help support there attacking instincts and creativity. The students will learn to work as a team in their defensive structure to stop the opposition from scoring.

Key Vocabulary and Terminology



Tier 2 Communication, Tackle

Tier 3 Technique, Tactics, Positioning

Further Learning

[Turning Drill](#)

[Passing and Moving](#)

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Student Learning Journey

Subject: Physical Education Year 8 Netball

Previously you have learnt



In year 7, you learnt about movement, space, passing and receiving. You looked at how to outwit an opponent by defending and attacking. Shooting, defending and attacking using dodging. Before moving onto a competitive game situation with positions, looked at potential awareness and movement on the netball court.

In this unit you will learn



In Year 8 you will recap passing skills and fundamental rules, be able to identify which pass is used when on a netball court. Progressing your attacking, defending and shooting skills before moving onto game situations using all the new skills you have developed. You will develop your overall knowledge of a netball game looking at positions. As well as knowing basic netball rules

Key Vocabulary and Terminology



Tier 2: passing, shooting, communication and teamwork

Tier 3: footwork, pivoting, obstruction, outwitting, intercepting, receiving, ball handling, marking, and dodging.

Further Learning



[Passing basics](#)
[Defending principles](#)
[Creating space](#)

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Student Learning Journey

Subject: Physical Education Year 8 & 9 Rowing

Previously you have learnt



How to be safe whilst using and setting up machine. An awareness of all the machine parts. Demonstrate the correct rowing technique. Knowledge of the muscle groups used in rowing and controlling strokes per minute.

In this unit you will learn



You will learn to improve fitness for rowing whilst performing a safe and effective rowing technique to maximise power output. You will learn if you better suited to aerobic or anaerobic work. You will continue to demonstrate and maintain a steady pace and power output whilst Circuit training using a rower.

Key Vocabulary and Terminology



Tier 1: Start (catch), Drive, Finish, Recovery

Tier 2: Aerobic and anaerobic, power output, strokes, flywheel

Further Learning



[Indoor rowing technique](#)

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Student Learning Journey

Subject: Religious Education Year 8 Does it matter of the northern white rhino becomes extinct?

Previously you have learnt



You understand how different religions begin, and ideas of what it means to be religious. You can identify what an atheist perspective is, and understand the key principles of Humanism. You have studied ideas about social justice at length, and understand some religious responses to charity. You can explain why art is such an important part of religious and spiritual self-expression.

In this unit you will learn



You will be considering your role and the role of others in caring for the environment. You will be questioning whether or not humans should have dominance over animals, and all of the ethical dilemmas surrounding the different ways in which we use animals. You will learn about different religious attitudes to animals, including using them for work, entertainment and meat. You will consider how religious views link to ideas of creation. You will then be able to consider all of these things when planning and designing an ethical zoo.

Key Vocabulary and Terminology



Tier 2: Belief, Teachings, Quotations, Evidence, Enquiry, Animals, Zoo, Vegan, Vegetarian, Testing

Tier 3: Ahimsa, Stewardship, Dominion, Fundamentalist, Liberalist, Creationist

Further Learning



[This Is The ONLY Northern White Rhino Left On Earth | Extraordinary Animals | Our World](#)

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Community



Student Learning Journey

Subject: Design Technology (Resistant Materials) - Year 8 – Complex materials and making

Previously you have learnt



In year 7 you will have developed your knowledge of timber and a range of hand tools.

You will have used a specification to inform design and evaluation. You will have learnt how to work safely and independently in the workshop including selecting appropriate tools and ensure everything is stored safely.

You will have worked with CAD to model your design and produce technical drawings.

In this unit you will learn



In this unit you will work with a new material area (polymer). You will understand its working and physical properties and use two types of polymer to create a product. You will learn how to cut, form and finish acrylic and use HIPS to create a mould.

You will also learn how we describe motion and how basic mechanism and machine work. You will learn how to communicate design ideas for electrical circuits.

Key Vocabulary and Terminology



Tier 2: Sequence, Reflect, Process, Justify, Technique

Tier 3: Brief, Prototype, Functionality, Thermoforming Polymer, Mechanism, Schematic Drawing, Mould, Draft Angle

Further Learning



BBC Teach: [Design and Technology](#)

Oak Academy: [The world of design](#)

Hatton Character Qualities

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



Student Learning Journey

Subject: Science Year 8 Biology 8B2 Health and Disease

Previously you have learnt



In primary school, you learnt to recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function. You learnt how to keep your body healthy and how your body might be damaged. In Year 7, you learnt about a variety of organ systems and their functions.

In this unit you will learn



To describe the key components that make up a healthy lifestyle, describe results of different food tests, describe differences between infectious and lifestyle diseases, describe how diseases are spread and describe causes of lifestyle diseases and organ systems they affect.

Key Vocabulary and Terminology



Tier 2: Describe, components, healthy, disease.

Tier 3: Balanced, carbohydrates, energy, lipids, protein, fibre, vitamins, minerals, communicable, non-communicable, pathogen.

Further Learning



[BBC Bitesize – Health and Disease Notes](#)

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Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Science Year 8 Chemistry 8C2 Acids and Alkalis

Previously you have learnt



In Year 7, you learnt how to classify chemical reactions, name chemical formulae and write word and symbol equations. Earlier this year, you learnt to differentiate between elements, compounds and mixtures and carried out experimental techniques to separate mixtures.

In this unit you will learn



To describe what is meant by acids and bases, describe the use of indicators to determine pH, describe what is meant by neutralisation, write balanced symbol equations for neutralisation reactions and experimentally synthesise soluble salts.

Key Vocabulary and Terminology



Tier 2: Dilute, concentrated, synthesise, soluble.

Tier 3: Acid, base, alkali, indicators, pH, neutralisation, salt.

Further Learning



[BBC Bitesize - Acids and Alkalis Notes](#)

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Student Learning Journey

Subject: Science Year 8 8Ci Chemistry Rate of Reaction Investigation

Previously you have learnt



In primary school, you learnt to take measurements using a range of equipment, record data, make predictions, present findings and form conclusions to answer scientific questions.

In this unit you will learn



To explain the factors that can increase rate of reaction, plan an investigation, investigate the effect of temperature and surface area on the rate of chemical reactions and conclude and evaluate your investigation.

Key Vocabulary and Terminology



Tier 2: Precise, accurate, conclusion, reliable.

Tier 3: Hypothesis, independent variable, dependent variable, control variable, evaluation, anomaly.

Further Learning



[BBC Bitesize – Chemical Reaction Notes](#)

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Student Learning Journey

Subject: Spanish Y8 Term 2 La Ropa

Previously you have learnt



Last year we have learnt how to give opinions and justify those opinions and vocabulary. Last term we have begun to use the past tense to talk about food. Your phonics knowledge will have improved through reading aloud and speaking activities.

In this unit you will learn



How to talk about clothing and fashion in the present and future tenses. We will use the third person to describe what someone else is wearing using adjectives. We will look at what types of clothes they wear Spanish speaking countries and how that differs from our country.

Key Vocabulary and Terminology



Tier 2 Time adverbs, superlatives, opinion, prepositions, name of clothing items.

Tier 3 Llevar, La ropa Comprar, El uniforme, Vestir, Los zapatos.

Further Learning



Please look at our department Padlet under 'La ropa (clothes)'

[KS3 Spanish Padlet](#)

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Student Learning Journey

Subject: Design Technology Year 8 Developing Textiles Skills

Previously you have learnt



In year 7 you have learned to understand importance of Textiles in our everyday lives, the core fibres and how to recognise and categorise them. You learnt about the construction of both knitted and woven fabric and experiment in creating woven patterns. How to apply and test your skills using Computer Aided Design and create eye-catching printed samples with the sublimation printer and heat press inspired by Yinka Ilori. And explored the abstract and exciting work of Ricey Wright.

In this unit you will learn



In this unit you will develop your technical skills and accuracy through use of the sewing machine. Explore the ancient cultural techniques of Shibori and Batik, through sampling and experimentation. You will learn how to successfully design and construct a drawstring bag understanding seam allowance, construction methods and measurements. You will learn how to understand, interpret and work to a brief, focusing on a cultural exhibition at the Victoria & Albert Museum.

Key Vocabulary and Terminology



Tier 2: Analyse, design, create, explain, identify, accuracy

Tier 3: Resist dye, grainline, seam, brief

Further Learning



V&A Museum [Explore The Collections \(vam.ac.uk\)](http://vam.ac.uk)

Hobbycraft Tutorials [Sewing Different Seams Tutorial](#) | [Get Started in Sewing](#)

Scene360 [8 Strangely Fascinating and Innovative Fashion Designers](#)

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