



# Student Learning Journey

**Subject: Art Year 10 Structures**

## Previously you have learnt



You will have previously explored a selection of project titles in year 9 including 'Everyday Objects' and 'Human'. A wide selection of media will have been introduced including 3D, printmaking and various painting and drawing techniques. You started the introduction to structures at the start of year 9 and this is now developing on from this initial starting point.

## In this unit you will learn



This unit you will further develop your skills through the theme of 'Structure'. You will explore the title in a personal way highlighting your own ideas and interpretations. 3D, printmaking, papercutting, photography and various artist media will be developed in your project linking to your theme. This project will continue to approximately the end of term 4.

## Key Vocabulary and Terminology



Tier 2: evaluate, analyse, create, accuracy

Tier 3: composition, embellishment, macro-art/photography, monochromatic

## Further Learning



Tate Gallery: [Structures](#)

Saatchi Gallery: [Structural Artists](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Business GCSE Year 10 - Marketing Mix Product, Promotion, Place**

## Previously you have learnt



What the marketing mix consists of and how each of the 4 P's impact a business. The students have covered basics of product, price, place and promotion from class discussions and examples used so far.

## In this unit you will learn



To define, explain and describe each element of the marketing mix and identify how they are to be used effectively by a business. This term we will focus on product, promotion and place. You will learn about a brand's image and USP, competition, product life cycle, boston matrix. You will also learn about types of promotion, promotional methods and factors that impact the reasons for promotions. Lastly, you will learn about the different channels of distribution used by a business.

## Key Vocabulary and Terminology



Tier 2: Product design, product differentiation, product portfolio, extension strategies, product life cycle, market growth, market share, location, Boston Matrix, promotion, persuasive, e commerce, distribution channels.

Tier 3: Product innovation, brand positioning, market segmentation, competitive advantage, revenue streams, diversification, digital marketing, supply chain, customer retention, value

## Further Learning



[Product](#)

[Promotion](#)

[Business location](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Computer Science Year 10 Data Representation**

## Previously you have learnt



In your KS3 lessons on binary you learnt the importance of the 1's and 0's of binary and how computers use this to store numbers

## In this unit you will learn



In this unit you will look at how data is stored within a computer and converted into binary. This will include numbers, and how simple maths is done on them, text using multiple storage formats and sound and images. you will also consider how data is compressed

## Key Vocabulary and Terminology



Tier 2 : Evaluate, Apply, Link, Describe ,Explain, Expand, Explore, Solve .

Tier 3: Bit, Nibble, Byte, Kilobyte, Megabyte, Gigabyte, Terabyte, Petabyte, Binary, Denary, Overflow error, Hexadecimal, Binary shifts, Character set, ASCII, Unicode, Pixels, Metadata, Colour depth, Resolution, Sample rate, Bit depth, Compression, Lossy Compression, Lossless Compression.

## Further Learning



[GCSE \(J277\) OCR: 1.2 Memory and storage](#) (Videos 7 - 17)

[Computational thinking, algorithms and programming](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Dance Year 10 Term 2.**

## Previously you have learnt



Last term you explored a professional set work from the GCSE dance anthology. You explored the piece in both a theoretical and a practical way to gain a deeper understanding of the themes and choreographic process.

## In this unit you will learn



In this unit, you will focus on physical and technical skills to help understand the AQA marking grids. You will learn phrases to help understand and develop your skills to help in both your own choreography and your own performance skills to help develop you as a dancer.

## Key Vocabulary and Terminology



Tier 2: skills, movement, technique

Tier 3: posture, alignment balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation, action, dynamic, spatial, relationship, timing, rhythmic, stylistically accurate

## Further Learning



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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Drama Year 10 Term Two: Component 3 Set Text: DNA**

## Previously you have learnt



How to take a script from page to stage in Year 9 with *Blood Brothers* – specifically focussing on the craft of the actor in terms of vocal and physical skills.

## In this unit you will learn



- 1) To understand and practice how to be a 'Theatre Maker': a designer, actor AND director of the play *DNA* by Dennis Kelly, becoming able to write exam answers for Section A of the written examination: specifically 4), 6), 9), 12) and 14) mark responses.
- 2) The skills of critical analysis and evaluation for the Live Theatre section B of the written examination related written examination: specifically 6) and 9) mark responses.

## Key Vocabulary and Terminology



**Tier 2:** Theatre Makers, designer, director, performer, analysis, evaluation, characterisation.

**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, rising action, falling action, inciting moment, Freytag's Pyramid, narrative, plot, structure, form, resolution, denouement.

## Further Learning



[Establishing character and plot - Performing a script - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

[Preparing for the written exam - How to answer set text exam questions - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

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# Student Learning Journey

**Subject: English Year 10 A Christmas Carol by Charles Dickens**

## Previously you have learnt



In Year 7, you will have covered Oliver Twist with links to Victorian Context and the effects of industrialisation on poverty and society.

In Year 8, you will have covered Sherlock Holmes and focused on the presentation of crime, the police and community as well as women in the 19<sup>th</sup> Century.

In Year 9, you will have covered memoirs of different voices from different backgrounds.

## In this unit you will learn



Ways to approach Dickens and 19th century literature. You will explore the hallmarks of 19th century and Dickensian literature, exploring how meanings within it are shaped. You will learn clear, concise and critical arguments that explore layers of meaning and a range of perspective. You will explore the contexts that shaped the novella, looking at 19th century and Victorian values, traditions, events, beliefs and features. You will explore how these might have shaped the novel; you will also explore the ways in which the novella can and perhaps should be perceived in your context of reception.

## Key Vocabulary and Terminology



**Tier 2:** Victorian, poverty, allegory, moralistic, miser, covetous, hyperbole, dejection, degradation, caricature, didactic, diatribe, irony, satire, syntax, characterisation, analogue

**Tier 3:** Malthusianism, macabre, damascene conversion, magniloquent narration, parsimony

## Further Learning



[Massolit: A Christmas Carol](#)

[The Complete Original Text Online](#)

[A Christmas Carol Audiobook Online](#)

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# Student Learning Journey

**Subject: GCSE English Language Paper 2: *Writers' Viewpoints and Perspectives***

## Previously you have learnt



KS3: Reading a wide selection of modern and heritage non-fiction texts such as those found in the Voices and Perspectives units in Year 9. These texts included biography, autobiography, recount, letter and speech, by writers such as Adeline Yen Mah, Kerry Hudson and Lemn Sissay.

Skills of textual analysis and evaluation that can be applied to any literary non-fiction as well as literary fiction.

## In this unit you will learn



**Ways to approach English Language Paper 2 Section A.** You will learn how to read, understand and analyse two high quality unseen prose non-fiction extracts, one of which will be a heritage text from the 19<sup>th</sup> century; the particular assessment foci of each question in Section A. You will understand the best way to approach each question, including timings and key words and phrases that will help you to gain marks.

You will learn strategies to help you write a successful response to the transactional writing prompts in Section B, the extended writing task.

## Key Vocabulary and Terminology



Tier 2: Metaphor, Extended metaphor, simile, personification, repetition, statistics, cyclical structure, case study, direct speech, dialogue, rhetorical question, revelation, call to action, bias, focus, facts, opinion.

Tier 3: Imperative, sibilance, writer, alliteration, juxtaposition, emotive language, perspective, viewpoint, allusion, imagery, symbolism, direct address, hyperbole, triadic structure, exposition

## Further Learning



[Analysing non-fiction - GCSE English Language Revision - AQA - BBC Bitesize](#)

[Comparing texts - GCSE English Language Revision - AQA - BBC Bitesize](#)

[Non-fiction texts - Non-fiction text types - AQA - GCSE English Language Revision - AQA - BBC Bitesize](#)

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# Student Learning Journey

**Subject: Film Studies – Year 10 – Contemporary UK film – Attack the Block**

## Previously you have learnt



In this year 9, you have learnt how to analyse a range of films and sequences. You have studied aesthetics in Edward Scissorhands and how this is constructed through elements of film form. Along with this, you have studied representations and how this can influence spectator response to a film in The Dark Knight. You have also considered how genre is constructed in the films you have studied.

## In this unit you will learn



This unit will have you analysing the film Attack the Block by Joe Cornish. You will study the context of the British film industry and the conventions of a science fiction genre film. Along with this, you will be focusing on the aesthetics of the film and how they are used to create meaning for the spectator. You will explore the London Riots, hoodie horror and brutalism, alongside the themes of poverty and violence.

## Key Vocabulary and Terminology



Tier 2: context, independent, genre, conventions

Tier 3: Aesthetics protagonist hybrid brutalist hoodie horror intertextuality urban realism marginalised

## Further Learning



BFI - <https://www.bfi.org.uk/resources-events-teachers/resources-teachers/ks4-film-studies-close-attack-block>

Revision tutorial - <https://www.youtube.com/watch?v=RNgg5SVQlxs>

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Geography Year 10 Climate Change**

## Previously you have learnt



In your last unit, Dynamic Development, you looked into why some countries are wealthier than others. You explored how natural resources, climate, trade history, and government stability affect development. You have also looked at how poorer countries try to overcome challenges like debt and trade imbalances. We finished our study of Ethiopia by studying the role of international aid and global connections in helping or hindering development.

## In this unit you will learn



In this unit, you will learn about the evidence for climate change and the natural and human causes behind it. You will study the patterns of climate change from the Quaternary period to the present day, analysing various types of evidence such as ice cores, tree rings, and historical records. You will explore the theories of natural climate change, including volcanic activity, solar output, and Milankovitch cycles. The unit will also cover the impact of human activities on the climate, focusing on how industrialization, deforestation, and the burning of fossil fuels contribute to global warming. You will learn about the consequences of climate change, such as rising sea levels and extreme weather events, and explore strategies for mitigation and adaptation.

## Key Vocabulary and Terminology



**Tier 2:** Impact, Sea, Globalisation

**Tier 3:** Climate change, Greenhouse effect, Enhanced greenhouse effect, Carbon emissions, Global warming, Ice cores, Tree rings, Historical climate records, Volcanic activity, Solar output, Milankovitch cycles, Fossil fuels, Deforestation, Industrialization, Renewable energy, Carbon footprint, Mitigation, Adaptation, Sea level rise, Extreme weather events, Climate models, International agreements, Climate policy

## Further Learning



- Climate Change: [nasa](#)
- IPCC Reports: [reports](#)
- WWF Climate: [wwf impact on animals](#)

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# Student Learning Journey

**Subject: Year 10 German - Freizeit, Media und Gaming**

## Previously you have learnt



In Year 7 we learnt to give opinions free time. In Y9 we have learnt to understand and talk about technology, sports and food in three time frame.

## In this unit you will learn



How to extend our vocabulary relating to free time and technology in all three time frames. We will revisit free time activities and give opinions on these. These all tie into the GCSE specification where we will learn to self-assess our learning.

## Key Vocabulary and Terminology



Tier 2:

Intensifiers, adverbs of frequency, question words, the perfect tense, imperfect

Tier 3:

Wie oft benutzt du Technologie? Was has du neulich im Internet gemacht?

## Further Learning



Please look at our department Padlet. All key vocabulary can be found here

[KS4 - German links \(padlet.com\)](https://www.padlet.com/ks4-german-links)

## Hatton Character Qualities

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# Student Learning Journey

Subject: Health and Social Care year 10 Ro32

## Previously you have learnt



In term 1 you have learnt the importance of the rights of service users, person-centred values and how to apply them. You also learnt how the rights, when maintained, promote benefits to service users' health and wellbeing.

## In this unit you will learn



In term 2 you will learn about person-centred values and how they are applied by service providers.

## Key Vocabulary and Terminology



**Tier 2:** equal rights, professionals, prevention, diagnosis, treatment, courage, maintains, improves, supports, develop, strengths.

**Tier 3:** Amelioration, Standardisation, confidentiality, consultation, competence, legislation and communication.

## Further Learning



The care Act 2014, Human rights Act 1998.

[Regulation 9: Person-centred care - Care Quality Commission \(cqc.org.uk\)](https://www.cqc.org.uk/regulation/9-person-centred-care)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: GCSE History Year 10 Health and the People C1000 to present day**

## Previously you have learnt



How the world wars affected peoples' lives and foreign relations across the world. You also learnt the effects of war on technology, medicine and politics. Furthermore, through topics like Genocide and Human Rights, you used many character skills to empathize with the issues in the past and how to avoid stereotypes and prejudice for our future.

## In this unit you will learn



How health and medicine has developed since the medieval times focusing on what changed in Britain throughout the decades thanks to varying factors like individuals, new ideas, war and the improvement of science and technology. As the first unit of your GCSE you will be introduced to exam practice questions, structures and mark schemes to understand what is expected of you. You will use character skills such as resilience to keep on top of your work and the revision booklets set for homework.

## Key Vocabulary and Terminology



**Tier 2:** Religion, significance, disease, epidemic, vaccination

**Tier 3:** Public health, anaesthetics, Four Humours, Laissez-faire, anatomy

## Further Learning



[BBC Bitesize](#)

[GCSE Pod Health and the People](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Hospitality and Catering Year 10 Mock NEA**

## Previously you have learnt



Last term you have been working on your mock Non-Examination Assessment (NEA/coursework). Analysed the assignment brief and recommend one dish for each customer. Assess how the dish meets the nutritional needs of the customers. Explain the impact of cooking methods on the nutritional value of your chosen dishes.

## In this unit you will learn



This Term you will continue to work on your Non-Examination Assessment (NEA/coursework). You execute the production of the two dishes by writing a dovetail plan. You will demonstrate how to work safely, follow correct food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities in a practical settings.

## Key Vocabulary and Terminology



Tier 2: collate, find, identify, label, state

Tier 3: Hot holding, Organoleptic, Commodity, Dovetail/sequencing.

## Further Learning



Textbook: Level ½ Vocational Award Hospitality and Catering; Course Companion Author Alison Palmer

Website: [WJEC H&C](#)

BBC Bitesize: [Hospitality and Catering](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Digital information Year 10 R060 Section A – Planning a Spreadsheet Solution**

## Previously you have learnt



In year 9 you have learnt what good design practices look like including wireframes, visualisation diagrams, mindmaps and storyboards. You have also create many spreadsheets projects last year while following a client brief.

## In this unit you will learn



You will be working on the first section of your coursework. You will be reading a client brief and highlighting the key points. Students plan inputs, processes, and outputs, including the types of data to be entered, and decide on formulas, functions, and calculations required to process data. They also consider cell formatting, data validation, and error checking to maintain accuracy, as well as designing charts or graphs to visually represent data. Additionally, students plan documentation, structure, and workflow for ease of use and maintenance, while evaluating potential risks, limitations, or challenges in using the spreadsheet.

## Key Vocabulary and Terminology



Tier 2: Spreadsheet, data validation, formulas, functions, cell referencing, formatting, data types, charts, inputs and outputs, error checking

Tier 3: Data modelling, conditional formatting, nested functions, pivot tables, dynamic ranges, macros, scenario analysis, data integrity, lookup functions, automation.

## Further Learning



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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Lifeskills Year 10 Careers Your Future**

## Previously you have learnt



In Year 7 you learnt skills in the core competencies this includes communication skills, leadership, problem solving, aspiration, teamwork. Following this in Year 8 you focused on financial skills linked to careers/ STEM day working with a range of employers. Then in Year 9 - virtual work experience, working with a local employer on a project linked to social

## In this unit you will learn



How to use and access Unifrog to plan and create a career path which will include learning about your options post 16 and post 18. You will use the careers library to research available jobs and identify the qualifications needed for these roles. You will also learn how to apply for a job using an application form, CV and Covering letter. You will also learn about saving and borrowing and about the risks of financial exploitation.

## Key Vocabulary and Terminology



Tier 2: Qualifications, independent, researching, careers, goals, short term goals, credit.

Tier 3: Unifrog, Apprenticeship, finance, borrowing, saving, mortgage, ISA, interest rates, Loans, contracts, zero hours, payday loans.

## Further Learning



[Unifrog](#)  
[Sir Christopher Hatton Academy](#)  
[Find an apprenticeship](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Mathematics Year 10 2D Shape and Space: KLP 1**

## Previously you have learnt



How to construct different types of triangles and angles using a compass. You will have also learnt how to recognise different types of angles and to find missing angles in basic shapes.

## In this unit you will learn



How to recall and apply key angle facts for triangles, perpendicular lines and parallel lines. This will include proving key angle facts. You will learn how to apply multiple angle facts logically in order to solve problems.

## Key Vocabulary and Terminology



Tier 2: prove, justify, identify, orientation, dimensions, construct, angle

Tier 3: polygon, regular, irregular, perpendicular, parallel, interior and exterior angles, corresponding and alternate angles, vertically opposite angles.

## Further Learning



[Basic Angle Facts - Interactice Practice](#)

[Angles and Triangles Test Questions](#)

[Angles in Parallel Lines - Examples and Practice](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Mathematics Year 10 Number Sense: KLP 5**

## Previously you have learnt



How to express numbers in different forms. This includes using decimals, indices and square roots. You have also learnt how to multiply and divide by powers of 10, and how to multiply decimals.

## In this unit you will learn



How to express numbers in standard form, by applying multiplication of powers of 10. You will also learn how to apply arithmetic to numbers in standard form.

## Key Vocabulary and Terminology



Tier 2: Evaluate, Multiply, Divide

Tier 3: Indices, standard form, tenth, hundredth, thousandth

## Further Learning



[Standard Form Practice](#)

[Standard Form Questions](#)

[Standard form - Further Questions](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Mathematics Year 10 Representing Movements: KLP 1**

## Previously you have learnt



How to represent movement with 8-point compass cardinal directions You will also be expected to understand basic transformations of 2D shapes. Whilst connecting to algebra you will need to be able to solve linear equations.

## In this unit you will learn



The definition of a vector and how to represent on a grid and using column vectors. You will learn how to identify, describe and apply transformations on 2D shapes using vectors. You will learn perform calculations with vectors.

## Key Vocabulary and Terminology



Tier 2: parallel, perpendicular, north, east south, west, transformation, enlargement, magnitude

Tier 3: movement, relationship, direction, column vector, scalar multiplication, scale factor

## Further Learning



[Vectors Explanation and Practice](#)

[Vectors - Examples and Practice](#)

[Further Vectors Exam Practice](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Mathematics Year 10 3D Shapes and Space: KLP 2, 3**

## Previously you have learnt



How to recognise and sketch different 3D shapes. How to identify and sketch elevations and plans based on 3D solids.

## In this unit you will learn



How to find the surface area and volume of different types of 3D shapes. These shapes include prisms, pyramids, spheres and cones. You will then apply this knowledge to find missing lengths and solve problems in context.

## Key Vocabulary and Terminology



Tier 2: volume, capacity, length, width, height, dimension, symmetry

Tier 3: surface area, volume, prism, cross-section

## Further Learning



[Surface Area and Volume Questions](#)

[Volume and Surface Area](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Mathematics Year 10 Sequences and Graphs: KLP 5**

## Previously you have learnt



How to set up and solve linear equations from a range of contexts. How to sketch linear graphs and interpret them in several contexts.

## In this unit you will learn



How to set up and solve simultaneous equations from different contexts. You will learn multiple strategies to solve different types of simultaneous equations, including linear and quadratic equations. You will also learn to interpret solutions in context.

## Key Vocabulary and Terminology



Tier 2: solve, unknowns, simultaneous, system

Tier 3: elimination, substitution, variables, factor, linear, quadratic

## Further Learning



[Simultaneous Equations - Steps and Examples](#)

[Simultaneous Equations Worksheets - Questions and Revision](#)

[Simultaneous Equations Practice Questions](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Mathematics Year 10 Algebra in Context: KLP 5, 6**

## Previously you have learnt



How to apply your algebra skills to a range of different contexts, mostly relating to shape and space. You have learned to solve a range of linear equations and to interpret and justify solutions in context.

## In this unit you will learn



How to apply your algebra skills to convert between measurements for speed, density and pressure. You will learn to apply this to a range of contexts, and to solve problems using these measures. You will then apply your algebra skills to representing and solving inequalities. This will include both algebraic and graphical representations.

## Key Vocabulary and Terminology



Tier 2: Density, pressure, speed, solve, represent, justify, integers, continuous

Tier 3: constant speed, formulae, equations, variables, inequality, quadratic

## Further Learning



[Speed, Density and Pressure Questions](#)

[Pressure practice Exam Questions](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Music Year 10 GCSE Term 2**

## Previously you have learnt



In term 1 we focused on AoS 1: Musical Forms and Devices, looking at structure, texture, melody and harmony in western classical music, and beyond into 20<sup>th</sup> Century classical music.

Alongside your listening skills you have been developing your performance and composition skills in a series of short tasks to ensure you understand the requirements of Component 1 and 2 of the course.

## In this unit you will learn



This term you will be focusing on applying these skills to our first Set Work “Badinerie by J.S Bach”. During the term you will be focusing on applying your knowledge or AoS 1 when answering questions, and notation reading for formal analysis.

Alongside AoS 1 you will be developing your composition and performance skills further, creating a portfolio of composition ideas ready to focus on your own choice composition brief.

## Key Vocabulary and Terminology



### Tier 2

Analyse, Compare, Contrast, drone, pedal, interval

### Tier 3

Anacrusis, conjunct, disjunct, arpeggio, scalic, diatonic, tonic, dominant, subdominant

## Further Learning



[Focus On Sound](#)

[BBC Bitesize](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: PE Year 10 Handball**

## Previously you have learnt



The students will have learnt how to head the ball in attacking and defending scenarios. The students will have worked on attacking and defending when under pressure and overloaded. In year 9 the students will start to working on set plays.

## In this unit you will learn



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.

## Key Vocabulary and Terminology



Tier 2 technique, Communication

Tier 3 positioning, accuracy, distribution

## Further Learning

[Switching play](#)

[Set plays](#)

## Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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# Student Learning Journey

**Subject: RE Year 10 GCSE Muslim Practices**

## Previously you have learnt



Knowledge of key concepts of Muslim Beliefs including the nature of God, some key differences between Sunni and Shia Muslims, the role of angels in Islam, Prophethood – with a focus on Adam, Ibrahim and Muhammed. You have learnt about the holy books including the Qur'an and the Hadith. In your Christian Practices unit you learnt about topics such as different forms of worship, types and significance of prayer as well as the importance of religious festivals and pilgrimage.

## In this unit you will learn



The similarities and differences between the 5 pillars and the 10 Obligatory Acts. You will study the 5 pillars in detail, learning about Salah, Sawm, Zakah, Hajj and the Shahadah. You will also look at jihad as well as the festivals of Id-ul-Fitr and Id-ul-Adha and Ashura drawing on your knowledge of Sunni and Shia Islam.

## Key Vocabulary and Terminology



5 Pillars; 10 Obligatory acts; salah, sawm, shahadah, Hajj, Zakah, wudu. Mihrab, qiblah wall, rak'ah, prostration, Jummah prayer, Ramadan, sadaqah, khums, Ka'aba, Hajj, jihad

Pilgrimage; fasting, festival

## Further Learning



BBC bitesize: [The Five Pillars of Islam - Practices in Islam - GCSE Religious Studies Revision - AQA - BBC Bitesize](#)

[Religious education, secondary, Year 10 - Lesson listing | Oak National Academy](#)

## Hatton Character Qualities

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# Student Learning Journey

Subject: Design Technology – Year 10 – Systems and devices

## Previously you have learnt



In year 8 you learnt about basic mechanisms and machines. You learnt about how to communicate about electrical system using block, flow and schematic diagrams.

## In this unit you will learn



In this unit you will investigate more complex mechanisms and machine including pulleys. You will learn how to calculate how force and motion is changes using applied mathematics.

You will learn how electrical system use a range of processes and processor and consolidate you knowledge on different types of diagrams.

## Key Vocabulary and Terminology



Tier2: Process, flow diagram, inputs, outputs

Tier 3 lever, linkage, pulleys, linear, rotary, reciprocating, oscillating, Microcontrollers, **Mechanical device, schematic diagram**

Words in bold are AQA subject specific vocabulary

## Further Learning



Types of motion - Mechanical devices - AQA - GCSE Design and Technology Revision - AQA - BBC Bitesize

Systems - Systems approach to designing - AQA - GCSE Design and Technology Revision - AQA - BBC Bitesize

Supporting textbook: CGP Design and Technology GCSE textbook

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 10 Chemistry CC9 Chemical Calculations**

## Previously you have learnt



In Year 7, you learnt about conservation of mass when balancing equations. You are also able to work out how many atoms are in a chemical compound.

## In this unit you will learn



To calculate the concentration of solutions and find the relative formula mass of compounds, calculate empirical formula, calculate molecular formula, calculate the mass of reactants and products in a chemical reaction, determine the molar quantity for different substances, use the moles to determine limiting reagents and balanced equations and use moles to calculate the mass of reactants and products.

## Key Vocabulary and Terminology



Tier 2: Calculate, concentration.

Tier 3: Relative formula mass, empirical formula, molecular formula, mole, Avogadro constant.

## Further Learning



[BBC Bitesize – Calculations Revision Notes](#)

[BBC Bitesize – More Calculations Revision Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 10 Chemistry CC10 Electrolysis**

## Previously you have learnt



In Year 9, you practised completing half-equations and identifying oxidation and reduction reactions. This year, you have learnt that ionic compounds are able to conduct electricity when molten or dissolved, but not when solid.

## In this unit you will learn



To describe the electrolysis of molten ionic salts, explain the electrolysis of molten ionic salts and aqueous ionic salts using half-equations and investigate the electrolysis of copper sulfate solution.

## Key Vocabulary and Terminology



Tier 2: Describe, explain, compare.

Tier 3: Electrolysis, electrolytes, anode, cathode, anion, cation, oxidation, reduction, inert electrode.

## Further Learning



[BBC Bitesize Electrolysis](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 10 Chemistry CC11 Reactions of Metals**

## Previously you have learnt



In Year 8, you learnt about metals and their properties. In Year 9, you developed your understanding of metals and patterns in groups in the periodic table. This year, we have learnt that electrolysis can be used to break down substances.

## In this unit you will learn



To compare the reactivity of metals using the reactivity series, explain the reactivity of metals using displacement reactions, explain how metals are extracted from their ores and explain the importance of recycling and life-cycle assessments.

## Key Vocabulary and Terminology



Tier 2: Describe, compare, explain, analyse.

Tier 3: Reactivity, displacement, oxidation, reduction, spectator ion, ore, reduction, oxidation, redox, native state, extraction, bioleaching, phytoextraction, corrosion, recycling, life cycle assessment.

## Further Learning



[BBC Bitesize – Extracting Metals Revision Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 10 Chemistry CC12 Reversible Reactions**

## Previously you have learnt



In Year 7, you learnt about a variety of chemical reactions. You have expanded your knowledge of chemical reactions throughout year 8 and 9 too.

## In this unit you will learn



To describe and explain how dynamic equilibrium reactions work.

## Key Vocabulary and Terminology



Tier 2: Describe, explain.

Tier 3: Dynamic equilibria, reversible, closed system, open system.

## Further Learning



[BBC Bitesize – Reversible Reactions Revision Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 10 Physics CP9 Electricity and Circuits**

## Previously you have learnt



In Year 8, you learnt about series and parallel circuits, current, potential difference and resistance. In Year 9, you learnt the structure of an atom.

## In this unit you will learn



To explain current and potential difference, draw circuit diagrams and recall component symbols, calculate current and potential difference, explain what resistance is and perform resistance calculations, investigate resistance, explain the difference between direct current and alternating current, explain how electrical current can be used to transfer energy, calculate electrical power and explain electrical safety features.

## Key Vocabulary and Terminology



Tier 2: Parallel, power, investigate.

Tier 3: Electron, potential difference, series, charge, resistance.

## Further Learning



[BBC Bitesize – Revision Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 10 Physics CP7 8 Forces**

## Previously you have learnt



In Year 7, 8 and 9, you learn about different forces and their effects including drag and friction, mass and weight, balanced and unbalanced forces, contact and non-contact forces and Newton's Laws.

## In this unit you will learn



To review efficiency, kinetic energy and gravitational energy, calculate work done and power, describe non-contact forces, draw vector diagrams for resultant forces and draw vector diagrams to resolve forces.

## Key Vocabulary and Terminology



Tier 2: Describe, explain, evaluate, compare.

Tier 3: Efficiency, dissipated, work done, power, contact, non-contact, resultant, resolve.

## Further Learning



[BBC Bitesize – Revision Notes](#)

[BBC Bitesize – Revision Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Sociology Year 10 The Sociology of Education**

## Previously you have learnt



You learnt about the key principles of the structural sociological theories of Functionalism, Marxism, Feminism and then compared this to Interactionism. Alongside this you have considered the core themes of sociology; socialisation, culture, Identity, social stratification and power. Additionally, you learnt about the sociological research process considering the practical, ethical and theoretical considerations for a variety of methods.

## In this unit you will learn



To apply the theoretical views learnt last year to understand the function of the education system. Equally, by considering the core themes of sociology we will aim to explain potential causes for differences in educational achievement by class, gender and ethnicity. Finally, you will apply your research methods knowledge to answer 4 mark methods in context questions.

## Key Vocabulary and Terminology



**Tier 2:** Education, school, academy, comprehensive, function, private schools, educational achievement, curriculum.

**Tier 3:** social cohesion, value consensus, meritocracy, correspondence principle, feminisation of education, socialisation, education reform act 1988, subculture, labelling,

## Further Learning



[Sociology GCSE AQA Education Flashcards | Quizlet](#)

[GCSE results: Grades show growing regional divide in England - BBC News](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Year 10 Spanish - Tiempo libre, Media y juegos**

## Previously you have learnt



In Year 7 we learnt to give opinions free time. In Y9 we have learnt to understand and talk about technology, sports and food in three time frame.

## In this unit you will learn



How to extend our vocabulary relating to free time and technology in all three time frames. We will revisit free time activities and give opinions on these. These all tie into the GCSE specification where we will learn to self-assess our learning.

## Key Vocabulary and Terminology



Tier 2:

Intensifiers, adverbs of frequency, question words, the perfect tense, imperfect

Tier 3:

Wie oft benutzt du Technologie? Was has du neulich im Internet gemacht?

## Further Learning



Please look at our department Padlet. All key vocabulary can be found here

[KS4 - Spanish links \(padlet.com\)](https://www.padlet.com/ks4-spanish-links)

## Hatton Character Qualities

<b>Resilience</b>	Open Mindedness	<b>Creativity</b>	Responsibility	<b>Empathy</b>
Self-Regulation	Courage	Commitment	Team Work	Leadership
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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

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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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

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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# Student Learning Journey

**Subject: Statistics Year 10 Time Series Analysis**

## Previously you have learnt



In Key Stage 3 to find the average (mean) from a data set and be able to plot and interpret line graphs.

## In this unit you will learn



To plot points as a time series, draw a trend line by eye and use it to make a prediction. You will learn to interpret seasonal and cyclic trends in context, calculate and use a 4 point moving average or other specified appropriate moving average. As well as finding the mean seasonal variation and extrapolate the data to make predictions for future years.

## Key Vocabulary and Terminology



Tier 2: trend, seasonal, predictions

Tier 3: cyclic trend, extrapolate, average, mode, median, arithmetic mean, weighted mean

## Further Learning



[What Is Time Series Data?](#)

[What is a moving average, and why is it useful?](#)

## Hatton Character Qualities

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

**Subject: Statistics Year 10 Probability**

## Previously you have learnt



In Key Stage 3 to have an awareness of the probability scale, that probability can be expressed as fractions, decimals and percentages and that the probability is between 0 and 1. You will have learnt to represent a basic probability of something occurring numerically and using words.

## In this unit you will learn



To interpret probability values and understand the meaning of the key probability words and present them on a likelihood and number scale. You will learn to appreciate that experimental probability will tend towards theoretical probability as the number of trials increases and identify any bias. To know and apply formulae conditional probability and independent events. You will also learn to use collected data and calculated probabilities to determine and interpret relative risks and absolute risks and express in terms of expected frequencies in groups;

## Key Vocabulary and Terminology



Tier 2: certain, impossible, likely, equal chance, fair, biased, random, theoretical, chance, trials, independent

Tier 3: experimental probability, conditional probability

## Further Learning



[What is Probability and Different Types of Probability](#)

[Sampling Bias and How to Avoid It](#)

## Hatton Character Qualities

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

**Subject: Textiles Year 10 Assessment Project**

## Previously you have learnt



Throughout this course, you have developed a wide range of practical skills. This includes decorative surface pattern techniques, pattern adaption and garment construction. You have learnt how to collect primary and secondary research, developing work in response to a theme and exploring 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

## In this unit you will learn



In this unit you will apply this knowledge, completing a 20 hour project on a theme provided by the exam board. You will investigate, generate ideas, refine and develop techniques and processes culminating in a final outcome or outcomes which meet the set brief. You will organise and present your work in an effective and personal way. This project is 60% of your final grade.

## Key Vocabulary and Terminology



Tier 2: investigate, experiment, generate, review, develop, record, communicate, confident, competent, effective

Tier 3: design development, portfolio, client, toile, surface pattern, draping, colour, texture, pattern, line

## Further Learning



Victoria and Albert Museum [Fashion collection](#)

Textile Artists [Contemporary Textile artists](#)

BBC Bitesize [The creative process](#)

## Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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