Student Learning Journey

Subject: Art Year 9 Everyday Objects

Previously you have learnt



Throughout your time in year 7+8 you have worked in a range of media and you have had the opportunity to explore some 3D sculptural media (clay, paper, and card sculptures). You have explored a wide range of architectural artists (Stephen Wiltshire, Gaudi), pop artists (Hockney, Warhol, Oldenburg) as well as culturally diverse portrait artists (Bruno Del Zou, Bisa Butler, Louie Jover, Escher) are to name a few.

In term 1 you explored new skills really working on the formal elements in art and now we will focus on continuing to develop these skills based on the theme of everyday objects through to term 4.

In this unit you will learn



How to extend your application of media, exploring a vaster range of processes such as printing and papercutting methods. You will explore mixed-media techniques and further your knowledge of formal elements in Art.

You will explore a diverse range of artists that produce creative outcomes within the theme of Everyday Objects, and analyse their use of formal elements to understand how to present personal responses to a context. You will have creative freedom to select processes, methods, and research key areas of interest.

Key Vocabulary and Terminology



Tier 2: media, refine, analyse, primary observation, mixed media, colour

Tier 3: etching, lino printing, tonal value

Further Learning

Tate modern: Everyday objects

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

Student Learning Journey

Subject: Art Year 9 Masks and World Cultures

Previously you have learnt



Throughout your time in year 7 and 8 you have worked in a range of media and you have had the opportunity to explore some 3D sculptural media (paper and card sculptures). You have explored a wide range of architectural artists (Stephen Wiltshire) and Natural Forms Artists (David Hockney, Andre Derain, and Yayoi Kusama). You have embedded knowledge of formal elements in art with the ability to realise intentions through developed design processes.

In this unit you will learn



How to use a wider range of media based on the theme of masks. You will explore a wide range of cultures from around the world through masks, you will explore the meaning, beliefs and rituals that go alongside the masks.

You will then design your own mask based on your own beliefs, heritage and meanings personal to you through a range of mixed media to create your own clay mask design.

Key Vocabulary and Terminology



Tier 2: media, primary observation, colour, refine, culture,

Tier 3: tonal value, mixed media, clay, sculpture, ritual

Further Learning



Tate modern: Masks and Cultures

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

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
Self-Regulation	**Courage**	Commitment	Team Work	**Leadership**
Determination	**Curiosity**	**Verbal Confidence**	**Social Intelligence**	Citizenship

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: Business Year 9 GCSE 3.1 Expansion and 3.4 Organisational structures

Previously you have learnt



About the different types of internal and external stakeholders and how the decision each stakeholder makes impacted a business. You will also discussed conflict between stakeholders and resolutions. You also learnt the importance of location and the factors that affect location. Lastly you worked through a business plan and learnt the purpose of it.

In this unit you will learn



Expansion: The methods of business expansion, the benefits and drawbacks of expansion, either internally or externally. You will also learn about the economies and diseconomies of scale.
Organisational structures: You will learn why businesses have organisational structures, the different roles and responsibilities within an organisation, the different structures. You will also learn how organisational structures affect the way a business is managed and communication within it.

Key Vocabulary and Terminology



Tier 2: Growth, organic, economies of scale, organisational charts.

Tier 3: Franchise, franchisor, e-commerce, m commerce, outsourcing, merger, takeover, diseconomies, organisational structures, authority, hierarchy, chain of command, delayering, delegation, centralisation, decentralisation

Further Learning

Benefits and drawbacks of expansion - Expanding a business

Hierarchical and flat organisational structures - Organisational structures

Organisation: Growing a Business

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: Computer Science Year 9 Searching and Sorting

Previously you have learnt



About algorithms and how they can be used to solve problems by thinking and writing down the steps that will form the solution.

In this unit you will learn



About famous algorithms that programmers use to search for and sort items in a list. The searching algorithms you will learn are linear search and binary search. The sorting algorithms are bubble sort, insertion sort and merge sort.

Key Vocabulary and Terminology



Tier 2: Complete, explain, identify, label, solve, write

Tier 3: Search, sort, bubble sort, insertion sort, merge sort, binary search, linear search, complexity

Further Learning



GCSE (J277) OCR: 2.1 Algorithms (Videos 9-13)

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: Dance Year 9 Performance Term 4

Previously you have learnt



In the previous unit of work, students learned the basic principles of choreography needed for BTEC dance. Students have explored various choreographic devices through workshops, exploring various choreographers' works, and through creating their own solo dances based on a given stimulus. Students have continued to develop their technical skills in dance, participating in dance technique lessons alongside theory lessons exploring the constituent features in dance, and movement analysis.

In this unit you will learn



The skills necessary for an effective performance. Students will learn repertoire from 'Some Like it Hip Hop'- ZooNation Dance Company, and develop their performance skills through rehearsals. Students have previous knowledge of the physical, expressive, and technical skills in dance, through exploring a variety of dance styles and techniques. Students will take a closer look at physical, expressive, and mental skills throughout the performance and rehearsal process, and will be assessed on their final group performance of the repertoire learned.

Key Vocabulary and Terminology



Tier 2: Performance, rehearsal, evaluate, collaborate.

Tier 3: Physical skills, expressive skills, technical skills, mental skills.

Further Learning

Dance On Demand REP | Session 4 | Some Like It Hip Hop with Carrie-Anne - YouTube

ZooNation Dance Company - Some Like It Hip Hop - YouTube

9781446939628_BTEC_L1L2_AWD_PA_SPEC.pdf (pearson.com)

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: Hospitality and Catering Year 9 The Hospitality and Catering Industry

Previously you have learnt



You have been studying the Hospitality and catering industry and the different provisions. You gain knowledge and understanding of employment roles and responsibilities within the industry. You have also gained awareness of the operations of the front and back of house and the different job roles found in each. The personal attributes and qualification needed to work in H&C provision were also explored and you have continued to develop your cooking skills by making a variety of pastry products.

In this unit you will learn



You will be studying the two main groups of nutrients: macronutrients and micronutrients. You will look closely at the food groups and how each life-stage will need different amount of nutrients to ensure a healthy life style. You also need to know the diets of different religious groups. You will also explore the different cooking methods and their impact on nutritional value in both written and practical settings.

Key Vocabulary and Terminology



Tier 2: Match, Explain, Describe, identify, label, state, Compare, Discuss

Tier 3: Macronutrients, Micronutrients and Life stages

Further Learning



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

Videos: The function of nutrition

BBC Bitesize: Hospitality and Catering

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: Design and Technology (RM) Year 9 Specialist Technical principles Timbers

Previously you have learnt



During previous lessons this year you have learned about the working and physical properties of materials, forces and stresses, the origins and properties of Timbers, properties of papers and boards, the origins and properties of polymers, the properties textiles, the origins of metals.

In this unit you will learn



During this unit you will learn the origins and sources of Timbers the tools and machinery required to work with Timbers tools equipment and techniques associated with Timbers in industry material management.

Key Vocabulary and Terminology



Tier 2: apply, follow, marking out, prepare, finish

Tier 3: Sustainability, ethical, felling, seasoning, veneer, laminates

Further Learning



BBC Bitesize: Metal-based materials

Technology Student: Working with Metals

Supporting textbook: CGP Design and Technology GCSE textbook

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: Design and Technology (RM) Year 9 Working with Metals

Previously you have learnt



In Key Stage 3 you will have learnt how to mark out, cut and finish materials and basic information about working with and joining timber safely. You will have worked with simple hand tools and used CAD and CAM to produce simple products. So far within year 9 you have learnt practical skills linked to cutting, shaping, forming and joining woods and plastics.

In this unit you will learn



During this unit you will learn how to use hard tools to cut, finish, join and form metals. You will learn how to use metal working tools and equipment safely including tin snips, metal files, hack saws, emery cloth, rivets and soldering. This will accompany learning the theory of metals.

Key Vocabulary and Terminology



Tier 2: apply, follow, marking out, prepare, finish

Tier 3: ferrous, non-ferrous, alloy, tolerance, anvil

Further Learning

BBC Bitesize: Metal-based materials

Technology Student: Working with Metals

Supporting textbook: CGP Design and Technology GCSE textbook

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: English Year 9 Voices

Previously you have learnt



So far, you have explored many different voices throughout literature including the voice of the oppressed in The Tempest, the voice of the underclass in Oliver Twist and the complex voice of female characters in Macbeth and A Midsummer Night's Dream.

In this unit you will learn



In this unit, you will explore different voices through non-fiction memoirs and fiction stories. You will begin by reading The Art of Being Normal where you will discuss the idea of gender roles in modern society. You will then study the non-fiction memoirs and analyse how language is used to showcase the voice of the oppressed. Finally, you will study famous literature such as Anita and Me and The Handmaid's Tale to explore voice within fiction writing. Alongside this, you will continue to develop your writing craft by practising persuasive writing by using the CDAFORREST methods.

Key Vocabulary and Terminology



Tier 2: Universal experience, culpability, deprived, margins, vulnerable, affluent, systematically, advocate, heritage, culture, suppressed, radical and injustice.

Tier 3: Memoir, non-fiction, fiction, metaphor, utopia, dystopia, chiasmus, fact, opinion, emotive language and anecdote.

Further Learning



Books in the Life of- Kerry Hudson

Lemn Sissay speaks in Parliament

A Conversation with Magaret Atwood

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: Film Studies – Year 9 – Aesthetics – Edward Scissorhands

Previously you have learnt



Over the course you have spent time learning and applying Film Studies terminology and language, film theories (such as Propp, Todorov, Strauss and Barthes) and how to use this terminology in analysing a film. Along with this, you have spent time analysing The Dark Knight (a US mainstream blockbuster) and explored the Hollywood film industry, franchises and the impact of these on the film industry and mainstream films.

In this unit you will learn



This unit will have you analysing the concept of aesthetics and the choices made by auteur Tim Burton. You will continue to apply relevant film language and theory to close analysis of the film Edward Scissorhands. You will spend time exploring the stylistic traits of the director in three key scenes from the film and the spectator responses these key scenes.

Key Vocabulary and Terminology



Tier 2: analyse, connotations, summarise, represents, symbolizes

Tier 3: aesthetics, auteur, cinematography, mise-en-scene, binary oppositions, protagonist antagonist, identification, recognition, alignment, allegiance, uses and gratifications, high key lighting, low key lighting, preferred reading, oppositional reading, negotiated reading, aberrant reading

Further Learning



Tim Burton: In the Director's chair

Aesthetics in Edward Scissorhands

Edward Scissorhands: An allegory about our society

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

9.2 – Geography - Year 9 – Population and Migration

Previously you have learnt



In the last topic, you explored the concept of extreme environments, examining some of Earth's most challenging places, such as cold environments, and deserts. You learned where these environments are located, how animals and people have adapted to survive in these harsh conditions; and how humans interact with these ecosystems for resources, tourism, and other purposes. You had a specific focus on assessing the impacts of development in places such as Svalbard and the Mojave Desert. In this new unit you will be utilising the skills that you have gained in describing and interpreting maps and graphs as we look at how populations of different countries change over time; and assessing impacts as we look at the impacts of population change.

In this unit you will learn



This unit will focus on global and national population distribution and variations, population change models and pyramids, and the impacts of migration. You will learn about how to represent populations on graphs and how populations vary from place to place. You will learn about youthful and ageing populations and about types of migration from economic migrants to refugees. You will develop your skills in interpreting maps and graphs and assessing impacts of change.

Key Vocabulary and Terminology



Tier 1: Migration, impacts, economic, social, environmental, causes, development, population

Tier 2: Population distribution, population density, population pyramids, demographic transition, youthful population, ageing population, forced migration, economic migration, host country, source country

Further Learning



Explore global population data on the United Nations Population Division website: United Nations population information
Learn about migration trends and data from the International Organisation for Migration: Making migration work

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

9.3- Geography - Year 9 – Climate Change

Previously you have learnt



In the last topic, you explored population and migration, examining global population distribution, change models, and how populations grow and move. You learned about the factors that drive migration, the impacts of migration on origin and destination countries, and the challenges posed by urbanisation and sustainable city planning. This understanding of how people are distributed across the world and the factors influencing their movement will help you as we explore new geographical themes and the interactions between humans and their environments.

In this unit you will learn



This unit will build on your knowledge of weather, climate, and Earth's systems from previous years. You will explore how we use the planet as a natural resource, our dependency on resources like oil and water, and the need for electricity. The unit will delve into the evidence of climate change, its causes and consequences, and the decisions needed to address it.

Key Vocabulary and Terminology



Tier 1: Climate, Change, Temperature, Weather, Global, Warming, Impact, Emissions

Tier 2: Greenhouse effect, Global warming, Climate change, Natural climate variability, Human-induced climate change, Greenhouse gas emissions, Mitigation, Adaptation, Climate justice, Consequences, Renewable energy, Emission cuts, Global cooperation, Climate policies, Ecosystems, Biodiversity, Carbon footprint, Environmental impact

Further Learning

Explore evidence and impacts of climate change from NASA: climate.nasa.gov
Learn about mitigation and adaptation strategies from the Intergovernmental Panel on Climate Change: www.ipcc.ch
Understand climate justice from the United Nations Framework Convention on Climate Change: unfccc.int

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: German Year 9 – Social Media *Sozialen Medien*

Previously you have learnt



In year 7 we talked about hobbies including online gaming and using technology. We used adverbs of frequency to say how often we used technology and opinions to if we like it or not.

In this unit you will learn



How to extend talking about film and television to talking about social media and mobile technology, using 3 tenses. We will give reasons and opinions on why we think they are useful or not and what we use technology for. We will also discuss the dangers of cyber bullying.

Key Vocabulary and Terminology



<u>Tier 2</u> reflexive verbs, future tense, using past tense, possessive adjectives

<u>Tier 3</u> We will learn vocabulary to answer questions such as:

Wie oft benutzt du Technologie?

Was hast du letzte Woche im Internet gemacht?

Further Learning

Please look at our department Padlet under Y9. Here you can find all the vocabulary plus links to videos and learning sites:

KS3 German (padlet.com)

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: History Year 9 The Cold War

Previously you have learnt



Genocide, what it is and examples of it, how it has occurred throughout history and the world. Your big question will be to understand how to identify and therefore stop genocides occurring in the future. We will look at genocides in Rwanda, Bosnia, Cambodia and across Nazi controlled Europe as well as explore the Apartheid in South Africa and revelations in Canada today - contemplating how and why we should remember genocide?

In this unit you will learn



To examine the events of the cold war, including ideological differences and how east and west battled politically and economically with the constant threat of nuclear. The big question is when were the tensions at their greatest? You will need to value your own historical opinion and balance with others.

Key Vocabulary and Terminology



Tier 2:

Nuclear, alliance, war, speech, leader, revolution, blockade, air lift

Tier 3:

Capitalism, communism, iron curtain, arms race, guerrilla warfare, The united nations

Further Learning



The Cold War - BBC Bitesize

The Cold War

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: Digital information Y10 Data and Testing

Previously you have learnt



Last term you will have learnt basic spreadsheet skill including storing and manipulating data. In Year 7, 8 and 9 you learnt a range of programming languages which all requires testing to ensure they work as intended.

In this unit you will learn



You will be expected to learn where data is used, stored and format. You will be expected to learn the key data types used in spreadsheet and in argument reality programs. You will be expected to learn the different types of testing and their effeteness for different software's.

Key Vocabulary and Terminology



Tier 2: Data, testing, decimal, currency

Tier 3: Datatype, string, integer, black box, white box, alpha, beta, HCI, Primary and secondary data

Further Learning



How to use data types (stock and geographic) in Excel - YouTube

Functional Testing vs Non-Functional Testing

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: Life Skills Year 9 - Relationships and Pressure

Previously you have learnt



The basics of good and healthy relationships and what makes an unhealthy relationship. You will have had learned about online safety through your ICT lesson and during e safety week. You will also have learned about grooming and loot boxes as a form of gambling through the assembly provision.

You will now deepen this knowledge by learning how to overcome these influences should they arise.

In this unit you will learn



How to manage relationships and how to overcome influences. This unit has been designed based on student feedback from our current year 10's. You will learn about how your relationships may change over time and the impact that peer pressure could have on you as you get older in both friendships and intimate relationships. You will learn some strategies that you could use to identify influences and pressure as well as some strategies to overcome them. You will also learn about the issues surrounding gangs, carrying weapons, online safety, grooming as well as how to respectfully end relationships.

Key Vocabulary and Terminology



Tier 2: Relationship, peer, gambling, pressure, security, safety, risk, self-esteem, unhealthy relationship.

Tier 3: Intimacy, peer pressure, loot boxes, odds, gang, grooming, predator, chat room, perpetrator, gas lighting, ghosting, intimacy

Further Learning



Get Safe Online | The UK's leading Online Safety Advice Resource

Peer pressure | Childline

Tips For Coping With Peer Pressure | Mental Health | YoungMinds

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

Life Skills, Year 9: Contributing to the Economy and you in the workplace

Previously you have learnt



About the transferrable skills which you need to flourish in the workplace. You then built on this knowledge in year 8 as you learned about the importance of managing money to ensure that you can shop sensibly and sustainably. As some of you may have started to gain pocket money you also learned about your rights as a consumer to ensure you can make transactions safely.

In this unit you will learn



About budgets and savings, income and expenditure as well as how tax and national insurance works in the UK so you can gain an understanding of how public services are paid for via the workforce. There is also a focus on your digital footprint, and how this is tracked. how your data may be used and how you can protect your details online.

Key Vocabulary and Terminology



Tier 2: Budget, income, debt, necessary expenses, optional expenses, social media, Fee, Tip, Overtime, Wage, Bonus, salary.

Tier 3: Expenditure, gross pay, piece-work, commission, fraud, digital footprint, national insurance, tax.

Further Learning

https://natwest.mymoneysense.com/young-adults/

https://classroom.thenational.academy/lessons/digital-footprint-c4v3ee

School | Money Skills | Barclays LifeSkills

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

Lifeskills: Year 9 Healthy Lifestyles

Previously you have learnt



In Year 7, you have learnt about safe and positive relationships, criminal law and citizenship. Earlier this year, you learnt about financial capability and how to avoid debt. You have also covered human rights, foreign aid and the responsibilities we have as a society. In Year 8, you learnt about personal safety and understanding the impact of drugs, both legal and illegal (vaping, caffeine, nicotine and alcohol). You also covered the misuse of drugs as well as the importance of looking after your diet and exercise.

In this unit you will learn



How your body is changing as you go through puberty as well as strategies to manage your changing hormones and moods. You will learn how to check your body so you can ascertain what is normal and what might be a cause for concern, including: breast, testicular and vaginal health checks. You have time to delve into the importance of sleep and the affect that caffeine can have on your body as well as the impact of drugs including cannabis. In order to help others, you will also learn basic first aid. You will also cover eating disorders and the topic of self-harm so you are able to seek sources of support for yourself or your peers.

Key Vocabulary and Terminology



Tier 2: Active, health, sleep, cancer, energy, puberty, emotions, regulation, moods, caffeine, sleep, self-harm, drugs

Tier 3: CPR, anxiety, eating disorder, testicular, torsion, breasts, anorexia, bulimia, cannabis, puberty.

Further Learning

https://www.nhs.uk/live-well/eat-well/

https://www.anorexiabulimiacare.org.uk/

https://youngminds.org.uk/

www.sja.org.uk

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: Life Skills Year 9 - Relationships and boundary setting

Previously you have learnt



In Year 7 you have learned about safe and respectful relationships with peers as well as consent and harassment. As such you should be able to recognise when a relationship is not healthy and identify some red flags and risks within relationships with others. In Year 8 you looked at personal relationships, and consent in more detail and learned of the dangers of online grooming and the risks of talking to persons online who you do not know. You also learned of ways to protect yourself online and we shared with you how you can access help and support should you need it. Remember there are support resources on Edulink.

In this unit you will learn



About relationship expectations and how relationships may change as you get older. You will learn why it is important to think about your health in relationships. You will learn about STI's and how to protect yourself from these in future relationships. You will learn what contraception is and the types of contraception. You will also learn about pregnancy, unwanted pregnancy, and parenthood. You will also cover the dangers of pornography. This unit focuses on healthy relationships and does **NOT** promote sex.

Key Vocabulary and Terminology



Tier 2: self-esteem, commitment, trust, respect, responsibility, addiction

Tier 3: abstinence, explicit, foetus, gas lighting, unhealthy relationships, STI's, pornography, contraception.

Further Learning



https://brook.org.uk/

https://www.nspcc.org.uk/

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: Mathematics Year 9 Algebra in Context: KLP 1, 2, 3, 4

Previously you have learnt



How to form expressions in algebra, and how to interpret algebra into words. You will also have learnt how to collect like terms, how to multiply terms, how to multiply terms with brackets. You will have learnt how to apply algebra to powers.

In this unit you will learn



How to apply algebra in a variety of real life situations. You will learn how to substitute values into expressions, and how to solve linear equations. You will learn how to find the area and perimeter of shapes, and then how to apply your algebra skills to solve problems involving shapes. You will then learn how to apply Pythagoras' Theorem to find missing lengths of right angled triangles.

Key Vocabulary and Terminology



Tier 2: area, perimeter, inverse, indices, square root

Tier 3: variable, term, equation, formula, linear, coefficient, surd

Further Learning

Algebraic Expressions for Perimeter & Algebraic Perimeters Practice

Linear Equations Practice

Pythagoras' Theorem

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: Mathematics Year 9 Algebra in Context: KLP 3

Previously you have learnt



How to calculate the area and perimeter of a range of 2D polygons. You have learnt how to solve linear equations, and how to substitute values into a formula. You have also learnt how to square and square root values.

In this unit you will learn



How to identify and describe the key features of a circle, including the radius. How to calculate the area and the circumference of circles, and of sectors. How to calculate the perimeters and areas of composite shapes involving circles. You will learn how to apply your knowledge to solve problems, and to find a missing radius. You will calculate all of this in terms of both pi and with significant figures.

Key Vocabulary and Terminology



Tier 2: circle, sector, proportion, area, perimeter, degrees

Tier 3: radius, diameter, circumference, formula, arc

Further Learning

Parts of a Circle

Area of a Circle: Exam Questions

Arc Lengths - Circles, Sectors and Arcs

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: Mathematics Year 9 Probability: KLP 1, 2

Previously you have learnt



How to interpret probability on a scale from 0 to 1, and how to interpret words like 'unlikely', 'impossible, 'certain' on the scale. Find probabilities as a fraction for simple events. How to list outcomes of events systematically.

In this unit you will learn



Use fractions, decimals and percentages to represent probabilities. Identify independent, dependant and mutually exclusive events. How to represent and calculate probabilities from two-way tables. Represent events in Venn Diagrams, and tree diagrams, and calculate probabilities from each. Use both diagrams to calculate conditional probability.

Key Vocabulary and Terminology



Tier 2: impossible, unlikely, even chance, likely, certain, probability, experimental

Tier 3: Venn diagram, tree diagram, two way table, sample space diagram, relative frequency, theoretical frequency, conditional probability

Further Learning



Probability Scales

Venn Diagram GCSE Questions

Tree Diagrams GCSE Questions

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: Mathematics Year 9 Sequences and Graphs: KLP 1

Previously you have learnt



How to recognise different types of sequences. How to solve linear equations.

In this unit you will learn



How to describe sequences both as a term to term rule, and using algebra. Identify arithmetic and geometric sequences, and find the nth term for both linear and quadratic sequences. How to apply the nth terms in order to solve problems.

Key Vocabulary and Terminology



Tier 2: difference, describe, sequence

Tier 3: nth term, linear, geometric, quadratic, term

Further Learning



Linear Sequences

Quadratic Sequences

GCSE Exam Questions: Sequences

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: Music - Year 9

Previously you have learnt



We will be reviewing your prior learning from year 7 and 8 rotation music, including how to read treble clef notation, note durations and keyboard skills.

In this unit you will learn



In this unit you will revise how to read music using staff notation and understand music across different cultures, genres and eras, including pop music.

You will be expected to perform on various instruments using music notation in the treble clef. You will sing as a class.

You will learn how to compose a short piece of music.

Key Vocabulary and Terminology



compose, contrast, improve, develop, variation, evaluate, structure, dynamics, tempo, high, low, thick, thin, fast, slow, loud, soft, atmosphere

Treble clef, pitch, rhythm, duration, time signature, crotchet, minim, quaver, semi-quaver, semibreve, tonality, melody, texture, genre, major, minor, pop music, chord progression

Further Learning

BBC Bitesize:
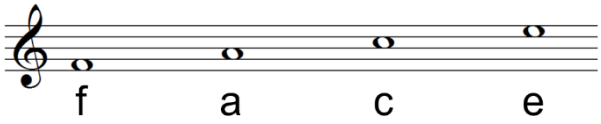
https://www.bbc.co.uk/bitesize/subjects/zmsvr82

Hatton Character Qualities

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

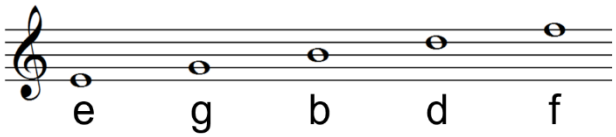
Music Notation - Pitch describes how high or low a sound is. When we talk about specific pitches in music, we use a musical alphabet, it goes like this… c,d,e,f,g,a,b,c.

FACE in the space





Every Green Bus Drives Fast
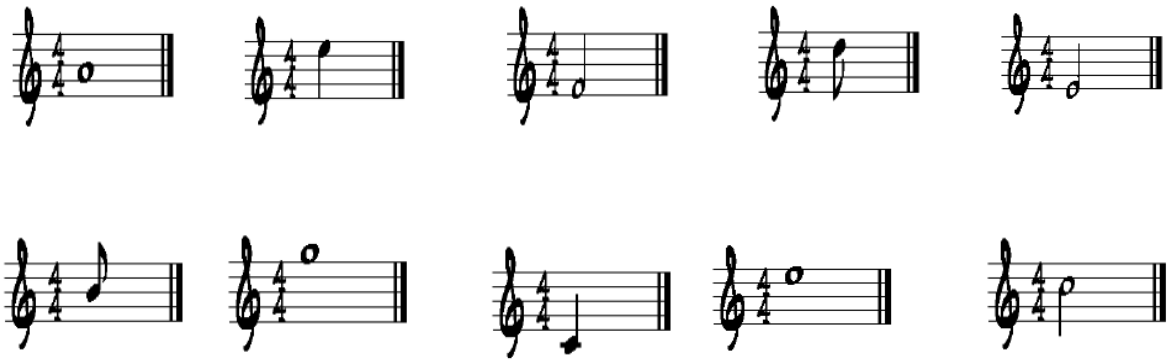






Note duration means how long you hold a note for. Most pieces of music have 4 beats in a bar.

Note Duration

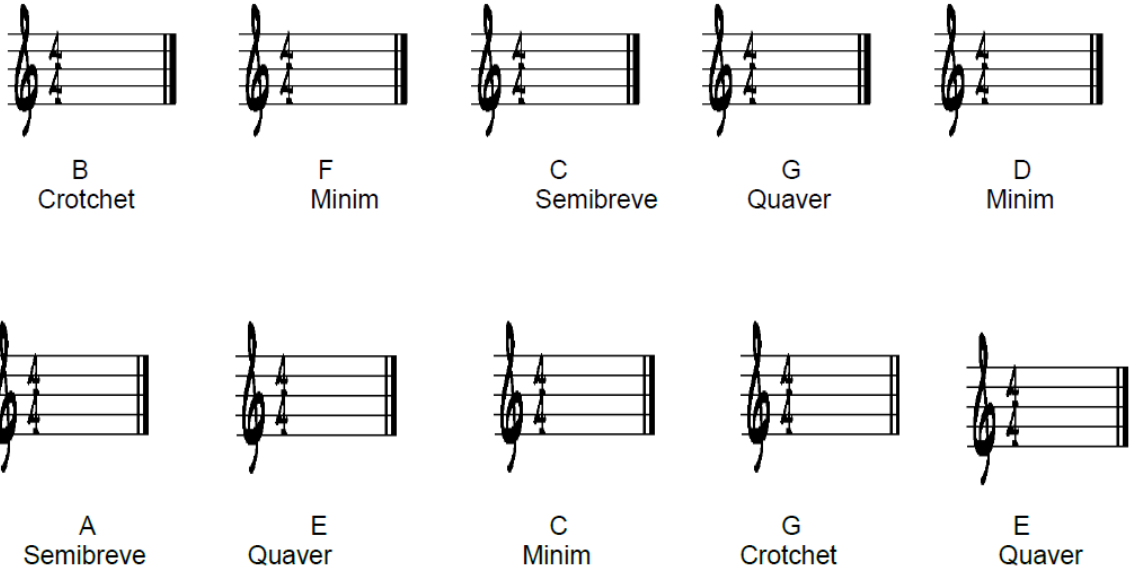
𝅝	4 beat	4	Semibreve
𝅗𝅥	2 beat	2	Minim
♩	1 beat	1	Crotchet
♪	½ beat	0.5	Quaver
𝅘𝅥𝅯	¼ beat	0.25	Semi-quaver

Name these pitches and note durations… Mark……../10 Peer/Self



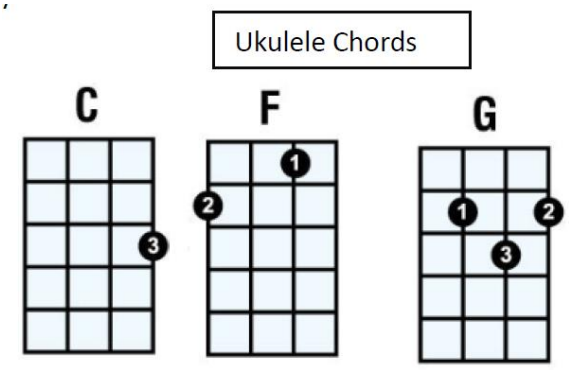
Now put the right note values in the right place… Mark……./10 Peer/Self

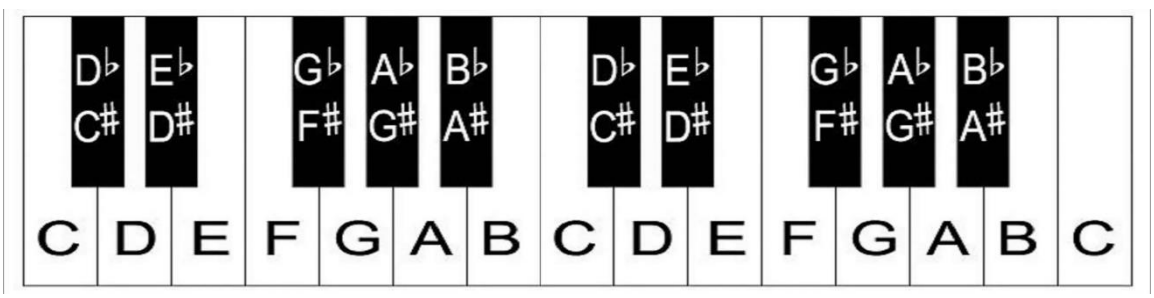
Now put the right note values in the right place…



DIRT

Notes


Ukulele Chords
C
F
G


D♭ C♯
E♭ D♯
G♭ F♯
A♭ G♯
B♭ A♯
D♭ C♯
E♭ D♯
G♭ F♯
A♭ G♯
B♭ A♯
C D E F G A B C D E F G A B C

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

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: Physical Education Year 9 Badminton

Previously you have learnt



In Year 8, you developed the underarm serve, underarm clear, overhead clear and drop shot. You were also introduced to the smash shot. You began to use disguised shots, and develop strategies and tactical development to outwit opposing players. You also began to use these skills in competitive singles and doubles gameplay.

In this unit you will learn



In Year 9, you will replicate skills to develop control and accuracy. Serves, overhead clears (forehand and backhand), drop shots and smashes will be developed through game play and conditional situations. You will be introduced to the jump smash shot. You will further develop an understanding of how to outwit opponents through shot selection, space, tactics and strategies.

Key Vocabulary and Terminology



Tier 2: commitment, curiosity, team work

Tier 3: jump smash shot, deception, positioning, tactics, strategies.

Further Learning

How to Do a Jump Smash Shot | Badminton Lessons - YouTube jump smash shot
Badminton - deception compilation Deception

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: PE Year 9 Basketball

Previously you have learnt



How to develop the triple threat strategy of shooting, pivoting /passing or dribbling.
How to use attacking strategies to outwit an opponent
A range of techniques and skills to use when defending
The correct technique to perform a set shot, jump shot and lay up in a game situation.
Methods for outwitting opponents in a competitive game situation.

In this unit you will learn



Strategies for outwitting an opponent in a game situation.
To understand the correct situations for using a lay-up when shooting.
The correct strategy for employing a zonal defence.
A range of attacking strategies including the use of a 3 man weave.

Key Vocabulary and Terminology



Tier 2

outwitting, offence, defence.

Tier 3

zone defence, set shot, rebound, tactics, lay up, drive.

Further Learning

Scan these QR codes for Information

Ball Tag | Lay Up | 3 man-weave | Lay up Lines | Reverse Lay up

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: PE Year 9 Football

Previously you have learnt



The students have learnt dribbling and turning against defenders which has helped support there attacking instincts and creativity. The students have learnt to work as a team in their defensive structure to stop the opposition from scoring.

In this unit you will learn



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

Key Vocabulary and Terminology



Tier 2 technique, pace,

Tier 3 positioning, creativity, accuracy, movement

Further Learning

Defending scenario

Attacking scenario

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: Religious Education, Year 9, What does justice look like in the 21st century?

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. You are able to explain some of the key religious and ethical perspectives about our role in caring for the environment. You understand how Buddhists approach life's big challenges and can identify how much culture can influence religion.

In this unit you will learn



You will be considering what you think justice looks like in today's society. Thinking morally about issues of fairness and applying ethical theories to different dilemmas. You will think deeply about crime and punishment, why do some people commit crimes and how should we punish them? You will be applying religious perspective to issues such as capital and corporal punishment.

Key Vocabulary and Terminology



Tier 2

Crime, punishment, capital punishment, retribution, reformation, deterrence

Tier 3

Ahimsa, fundamentalist, liberalist, sanctity of life, Adalat

Further Learning



Death penalty - Crime and punishment - GCSE Religious Studies Revision - WJEC - BBC Bitesize

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: Religious Education	Yr9	Christian Beliefs AQA

Previously you have learnt



In year 7. you studied how religions begin, including the **birth, life and death of Jesus**. You were introduced to the term **incarnation**. In year 7 term 3 you completed the Spirited Arts project and as part of this thought about the **nature of God** – where can we find him? In year 8 you looked at ideas on the environment and considered different beliefs about **creation**, including the belief that God created the world in 6 days. In year 9 you continued to develop your understanding of creation, looking at how science and religion can work in harmony. You also looked at ideas of the **afterlife** in your Justice topic.

In this unit you will learn



You will explore key Christian beliefs, including the **nature of God**, God as omnipotent, loving, and just, and the Oneness of God and trinity. You will also consider and compare different Christian views on **creation** and study the **life of Jesus**. Following this, you will explore the concept of resurrection and **life after death**, as well as discussing sin and salvation. You will understand how Christ plays a role in salvation and understand how some Christian beliefs differ.

Key Vocabulary and Terminology



Tier 2 Just, sin, justice, creation, afterlife, judgement, grace

Tier 3 Omnipotent, incarnation, purgatory, atonement, Mass, crucifixion, resurrection, salvation, blasphemy, Trinity

Further Learning

BBC Two - Pathways of Belief, The Bible: The New Testament, The Last Supper

jesus on the cross bbc - Google Search

Hatton Character Qualities

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

Excellence | Aspiration | Achievement | Inspiration | Community

Student Learning Journey

Subject: Science Year 9 Biology CB4 Natural Selection and Genetic Modification

Previously you have learnt



In Year 8, you learnt how genes are passed on and that variety is necessary for evolution to occur. Organisms adapt to their surroundings over time due to evolution.

In this unit you will learn



To describe Darwin's theory of evolution, discuss the evidence that we have for human evolution, describe how organisms are classified, explain selective breeding and its impacts on plants and animals and compare selective breeding and genetic modification.

Key Vocabulary and Terminology



Tier 2: Theory, evidence, discuss.

Tier 3: Evolution, competition, variation, survival of the fittest, fossils, classification, genus, species, domain, selective breeding, genetic modification.

Further Learning



BBC Bitesize – Natural Selection and Genetic Modification Notes

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 9 Chemistry CC3 CC4 Atomic Structure and the Periodic Table

Previously you have learnt



In Year 7, you learnt the history and structure of atomic models, definitions of the terms relative atomic mass and atomic number and key features of Mendeleev's periodic table.

In this unit you will learn



To explain how models are developed to understand the structure of the atom, describe the atomic structure of atoms and describe the atomic structure of isotopes. You will describe the structure of Mendeleev's periodic table, describe the structure of the modern periodic table and connect electron configurations with the modern periodic table.

Key Vocabulary and Terminology



Tier 2: Explain, describe, compare, connect.

Tier 3: Atom, element, subatomic particle, proton, neutron, electron, relative charge, relative mass, nucleus, electron shell, atomic number, relative atomic mass, isotope, period, group, properties, electronic configuration.

Further Learning



BBC Bitesize - Atomic Structure Notes

BBC Bitesize - The Periodic Table Notes

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 9 Physics CP4 Waves

Previously you have learnt



In Year 7, you defined transverse waves and investigated reflection and refraction. You also defined longitudinal waves, identified how sound is produced, described changes in volume and pitch in terms of amplitude and frequency and described uses of ultrasound.

In this unit you will learn



To describe the properties of transverse and longitudinal waves, calculate the speed of waves in water and air, measure waves in solids and liquids, explain refraction of waves and measure angles of incidence and refraction.

Key Vocabulary and Terminology



Tier 2: Interface, prism, ultrasound, transfer, energy, matter.

Tier 3: Transverse, longitudinal, electromagnetic waves, seismic, wavelength, velocity, amplitude, frequency, Hertz, refraction.

Further Learning



BBC Bitesize – Waves Notes

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: Sociology Year 9 – How is Society divided?

Previously you have learnt



The different sociological theories that underpin sociological thought. Comparing the features and usefulness of structural theories such as Functionalism, Marxism and Feminism to social action theories.

In this unit you will learn



How society is divided by process of globalisation and stratification. We will explore examples of inequality by CAGE factors and propose potential solutions. During this unit we will apply our learning to a reading text called Nowhere boy, this will enable us to view stratification in action.

Key Vocabulary and Terminology



Tier 2: Equality, inequality, class, age, gender, ethnicity, poverty, racism, sexism,

Tier 3: Globalisation, types of poverty, glass ceiling, migration, CAGE, impacts, stratification, institutional racism, discrimination, charity, social mobility, life chances

Further Learning

Are people treated equally?

How can citizens bring about change?

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: Sociology Year 9 – How do Sociologists research?

Previously you have learnt



The role of a sociologist in society and as a career; this includes the development of your sociological imagination and the importance of understanding issues of inequality and societal systems. You have also learnt about the difference between primary and secondary socialisation. Additionally, you have learnt how society is divided by process of stratification, and examples of inequality by CAGE factors and the proposed potential solutions.

In this unit you will learn



How to identify, describe and explain various methods and methodological issues. You will also be able to identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research. Additionally, you will learn how to demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues, and how to interpret data presented in a variety of forms.

Key Vocabulary and Terminology



Tier 2: Equality, inequality, class, age, gender, ethnicity, poverty, racism, sexism, structure

Tier 3: Bias, Control theory, Hypothesis, Response rate, Informed consent, Interactionism, Pilot study, Positivism, Controlled conditions, Grounded theory, Confidentiality, Ethical considerations, Objectivity

Further Learning

Starting Sociology – The Sociology Guy

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: Spanish Year 9 La tecnología (technology)

Previously you have learnt



In year 8 we learnt to talk about films and television using three tenses. In year 7 we talked about hobbies including online gaming and using technology.

In this unit you will learn



How to extend talking about film and television to talking about social media and mobile technology. We will give reasons and opinions on why we think they are useful or not and what we use technology for. We will also discuss the dangers of cyber bullying.

Key Vocabulary and Terminology



Tier 2 **reflexive verbs, future tense, using past tense, possessive adjectives**

Tier 3 **We will learn vocabulary to answer questions such as:**

¿Cómo usas la tecnología?

¿Qué hiciste ayer con la tecnología?

Further Learning

Please look at our department Padlet under Y9. Here you can find all the vocabulary plus links to videos and learning sites:

KS3 Spanish (padlet.com)

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: Statistics – Representing and Analysing Data – Qualitative and Discrete

Previously you have learnt



Students should have prior knowledge of some of these topics, as they are encountered at Key Stage 3. In particular bar charts, pie charts and stem and leaf diagrams. Students should also have an awareness that graphs can be used to better represent data. Students should have knowledge of how to use a protractor

In this unit you will learn



To construct, draw, use and understand: Pictograms; Bar charts; Multiple or composite bar charts for qualitative and discrete data; Vertical line graphs; Stem and leaf diagrams; Venn diagrams; Understand the distinction between well-presented and poorly presented data; Understand the potential for visual misuse, by omission or misrepresentation; Understand how to discover errors in data and recognise data that does not fit a general trend or pattern; Group data into class intervals and be aware of the advantages and implications of doing so.

Key Vocabulary and Terminology



Tier 2: Frequency, Tally, Total, Pie Chart

Tier 3: Stem and leaf diagram, Venn diagram, histogram, frequency density.

Further Learning



Pictograms - Representing data - AQA - GCSE Maths Revision - AQA - BBC Bitesize

Stem-and-Leaf Plots: How to Find Mean, Median, & Mode (statology.org)

What is a Venn Diagram and When to Use It? - Education (kidsmartapp.co.uk)

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: Statistics – Representing and Analysing Data – Qualitative and Discrete

Previously you have learnt



Students should have prior knowledge of some of these topics, as they are encountered at Key Stage 3. In particular bar charts, pie charts and stem and leaf diagrams. Students should also have an awareness that graphs can be used to better represent data. Students should have knowledge of how to use a protractor

In this unit you will learn



How to construct, draw, use and understand two way tables, tally charts and any data represented in a table format.

Key Vocabulary and Terminology



Tier 2: Frequency, Tally, Total, Pie Chart

Tier 3: Stem and leaf diagram, Venn diagram, histogram, frequency density.

Further Learning



Two-way tables - Collecting and recording data - KS3 Maths Revision - BBC Bitesize

Two-way Tables & Frequency Tables | Graphical Data (cuemath.com)

Tally chart and frequency chart - Collecting and recording data - KS3 Maths Revision - BBC Bitesize

Hatton Character Qualities

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