Student Learning Journey

Subject: Art Year 8 Architecture

Previously you have learnt



You will have explored two different projects in year 7 art and design. Within both proejcts you will have explored a wide selection of artists including, Yayoi Kusama, David Hockney, Yinka Illori and Andre Derain in the Colour and Pattern rotation and Antoni Gaudi along with other artist's you have selected for your natural form project. You will have explored media processes including, printmaking, collage, clay, colour theory, tonal drawing, watercolour and poster paint.

In this unit you will learn



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

Key Vocabulary and Terminology



Tier 2: nature, form, observe

Tier 3: architecture, collage, composition, sculpture

Further Learning

V&A Exhibition links : V&A Architecture

Museum of architecture: Architecture exhibitions

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 8 Portraiture

Previously you have learnt



You will have explored two different projects in year 7 art and design. Within both proejcts you will have explored a wide selection of artists including, Yayoi Kusama, David Hockney, Yinka Illori and Andre Derain in the Colour and Pattern rotation and Antoni Gaudi along with other artist's you have selected for your natural form project. You will have explored media processes including, printmaking, collage, clay, colour theory, tonal drawing, watercolour and poster paint.

In this unit you will learn



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

Key Vocabulary and Terminology



Tier 2: Explore, analyse, develop, evaluate

Tier 3: Symmetry, Collage, Fragmenting

Further Learning

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

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

Hatton Character Qualities

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

Student Learning Journey

Subject: Computing Year 8 Spreadsheets

Previously you have learnt



How to perform simple arithmetic operations in your Maths lessons.

In this unit you will learn



How to build a spreadsheet model to keep your data and be able to analyse it to help you make decisions. You will learn how to calculate using cells and formula and will be able to find the average and sum of a selection of the spreadsheet.

Key Vocabulary and Terminology



Tier 2: Calculate, create, analyse, add, sum, average.

Tier 3: formula, formatting, automation, condition, if, cell, row, column, chart, reference

Further Learning

19 most useful Excel Skills that will support you

20 must have Excel skills in 2022

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 8 Appreciation and Choreography

Previously you have learnt



In your last rotation you learnt how to develop performance skills and techniques when exploring a professional works.

In this unit you will learn



In this unit you will learn how to choreograph using a stimulus and creating a dance through choreographic devices and creativity.

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

Key Vocabulary and Terminology



Tier 2: choreograph, appreciation

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

Further Learning

Motif development GCSE Dance AQA - YouTube – This video is explaining the advanced choreographic device of motif development.

How to develop movements from a stimulus - YouTube – This video is explaining a stimulus and how they are used in dance.

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: English Year 8 Exploration

Previously you have learnt



In Year 7 you studied A Midsummer Night's Dream where you looked at how Shakespeare presented Power and Control in strict societies such as Ancient Athens. You explored relationships between characters such as father and daughter relationships and requited and unrequited love. You also learnt about Shakespeare's time at school and what he would've learnt.

In this unit you will learn



In this unit, you will focus on the theme of Exploration. You will begin by reading a non-fiction book 'Touching the Void' where you will have discussions about explorations gone wrong. You will then begin studying The Tempest by William Shakespeare. You will expand your knowledge of Shakespeare's world looking particularly at travel, the empire and life in Elizabethan society. You will reinforce your knowledge of patriarchy and hierarchy by analysing different relationships in the play. At the same time, you will have the opportunity to create travel writing and practise using prepositional phrases in your work.

Key Vocabulary and Terminology



Tier 2: Exploration, convention, colonisation, patriarchy, hierarchy, tempestuous, status, usurp, naïve, submissive, inferior, superior, manipulate and imperative

Tier 3: Elizabethan, Jacobean, conjunctions, preposition, prepositional, soliloquy, comedy, and tragedy

Further Learning



The Tempest- Story Summary

Exploration in Elizabethan England

Touching the Void- what happened next

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

8.2 – Geography - Year 8 - COASTS: A DYNAMIC ENVIRONMENT

Previously you have learnt



In the last topic, you explored Earth's natural systems, including the lithosphere, hydrosphere, biosphere, and atmosphere. You studied cycles that shape our planet, such as the rock, water, and carbon cycles, and learned how processes like glaciation shape landscapes. You also looked at the human impact on these systems through activities like deforestation and plastic pollution. This foundational knowledge will support you as we move into new topics, helping you see how Earth's processes connect with human activities and environments around the world.

In this unit you will learn



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

Key Vocabulary and Terminology



Tier 1: Coasts, Waves, Tides, Erosion, Beaches, Cliffs, Dunes, Pollution, Development, Protection

Tier 2: Erosion, Transportation, Deposition, Landforms, Tourism, Development, Pollution, Coastal management, Hard engineering, Soft engineering, Coastal processes, Coastal landforms, Human impact, Conservation, Rising sea levels, Coastal protection, Natural solutions, Climate impact

Further Learning



- Explore coastal processes and landforms from the British Geological Survey: British geographical survey
- Learn about coastal management strategies from the Environment Agency: Environment agency
- Understand the impact of tourism on coasts from the Marine Conservation Society: Marine conservation

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

8.3 – Geography – Year 8 - AFRICA

Previously you have learnt



In the previous unit on Coasts, you learned about coastal processes like erosion, transportation, and deposition. You explored landforms created by these processes and the human impact on coasts through tourism, development, and pollution. The unit also covered coastal management strategies, including both hard and soft engineering approaches.

In this unit you will learn



This unit will broaden your geographical horizons by focusing on the diverse physical and human landscapes of Africa. You will explore the continent's physical geography, the legacy of colonialism, diverse climates and biomes, population change and urbanization, and China's role in Africa's development.

Key Vocabulary and Terminology



Tier 1: Africa, Geography, Climates, Regions, Agriculture, Cities, Population, Development

Tier 2: Physical geography, Colonialism, Climate, Biomes, Population change, Urbanization, China, Infrastructure, Development challenges, Opportunities, Demographic changes, Natural regions, Rainforests, Deserts, Global markets, International aid, Political situations, Economic development

Further Learning

- Explore Africa's physical geography on the National Geographic website: Africa's Physical Geography
- Learn about the legacy of colonialism from the BBC: The scramble for Africa

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 8 Die Ferien (Holidays)

Previously you have learnt



Last term we have learnt how to talk about different forms of travel and how to get places. In year 7 we learnt different activities and used the near future to say what we will do in the summer holidays. At the beginning of year 8 you learn to say what foods you do and don't like. You have also learnt how to form the past tense in German to describe what you ate, drank and have worn.

In this unit you will learn



How to talk about holidays in the past tense. We will understand and talk about the food, activities and transport on a holiday. We will look at destinations in Germany, and what one can do there.

Key Vocabulary and Terminology



Tier 2 imperfect tense, perfect tense irregular verbs, perfect tense with sein/haben

Tier 3: We will learn vocabulary to be able to answers questions like:

Wo fährst du hin?

Further Learning

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

KS3 German

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 8 African Kingdoms

Previously you have learnt



About the Industrial Revolution and how Britain and the world developed, including the highs of inventions and the lows of poverty and crime. This unit will help you apply knowledge to many future topics of British history from the British Empire and the two world wars to development in medicine and public health.

In this unit you will learn



About the African Kingdoms and their advanced civilisations that often get ignored in history due to the dominance of European Empires and in particular the white supremacy and past ignorances of Britain. You will compare the ways of living in areas like Benin and Mali, as well as explore India and how it was exploited through empire. In the end we hope you will be able to make up your own mind on what impact the British Empire had around the world.

Key Vocabulary and Terminology



Tier 2

Industry trade resources stereotypes slavery exploitation

Tier 3

Colonialism East India Company merchant native protest independence

Further Learning

Benin and other West African kingdoms - BBC Bitesize

British colonialism in India - The British Empire - KS3 History

The British Empire - KS3 History - 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

Excellence Aspiration Achievement Inspiration Community

Student Learning Journey

Subject: Life Skills Year 8 Term 4 - Living in Modern Britain

Previously you have learnt

In Year 7, you learned about the basics of British values, including respect and tolerance. You explored the monarchy and its role in the UK's political system. You also discovered how laws are made and why democracy is important. This year, we will build on this by looking at human rights, government funding, and global responsibility.

In this unit you will learn

In this unit, you will learn about the key values that shape British society, including democracy, respect, and individual liberty. You will explore human rights and the importance of voting in a democratic system. We will also look at how the government funds essential services like healthcare, emergency services, and education. Finally, you will understand the role of foreign aid and how the UK supports other countries in times of need.

Key Vocabulary and Terminology

Tier 2: entitlements, freedom, rights, responsibilities, foreign aid, human trafficking, modern slavery, democracy, equality, rights, taxation, welfare, justice, representation, fairness, participation, influence, sustainability, crisis

Tier 3: rule of law, suffrage, public sector, fiscal policy, humanitarian aid, statutory services, blue light services.

Further Learning

- Young Citizens: British Values https://www.youngcitizens.org/resources/citizenship/british-values/
- UK Parliament: https://learning.parliament.uk/en/resources/
- BBC Bitesize: Citizenship KS3 -https://www.bbc.co.uk/bitesize/subjects/z3ckjxs

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 8 Sequences and Graphs 1

Previously you have learnt



In Year 7 to describe and continue pictorial, fractional and decimal sequences. Understand key vocabulary such as position and term of a sequence. You have learnt to generate and describe integer sequences, using the term to term rule and the position to term rule.

In this unit you will learn



To explore and identify different types of sequences such as Fibonacci, Geometric, Arithmetic and Quadratic. You will learn to determine whether a term is in a sequence and justify your reasoning.

Key Vocabulary and Terminology



Tier 2: generate, describe, represent, pictorial, sequence, determine

Tier 3: linear, integer, term to term, position to term, triangular, square, odd, even, quadratic, arithmetic, Fibonacci, geometric

Further Learning

Nth Term Overlap, Don Steward
Nth Term Cupcakes, Don Steward
Oak National Academy Lessons
UKMT Maths Challenge Junior questions are a great source to deepen your understanding.

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 8 Sequences and Graphs 2

Previously you have learnt



In Year 7 to extend your knowledge of coordinates to solve geometry problems. Identify and draw lines that are parallel to the axes. You have learnt to recognise lines in the form y = kx, explore the gradient in y = kx and link to problems involving direct proportion.

In this unit you will learn



To recognise and use lines in the form y = x + a, and extend to plotting graphs in the form y = mx + c. You will learn to explain what the m and c represent in linear graphs, explain what a graph will look like and find m and c by looking at a graph. You will learn to link graphs to linear sequences and construct linear functions from real life graphs.

Key Vocabulary and Terminology



Tier 2: sequence, rule, positive, negative, relationship, graph, intercept, graph, calculate, functions, interpretation, context

Tier 3: linear, co-ordinate, gradient, equation, quadrant, axis

Further Learning



y=mx+c in a real life context
y=mx+c in a real life context, Don Steward
Oak National Academy Lessons
UKMT Maths Challenge Junior questions are a great source to deepen your understanding.

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 8

Previously you have learnt



We will be reviewing your prior learning from year 7 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 Blues 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 piece of music inspired by a picture.

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, 12-bar blues, walking bassline, spiritual, work song, folk song

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

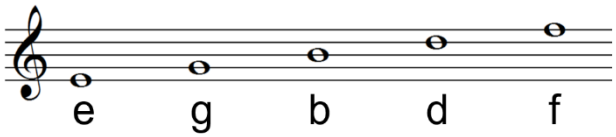
Music Notation - Pitch describes how high or low a sound is. When we talk about specific pitches in music, we use a musical alphabet, it goes like this… c,d,e,f,g,a,b,c.

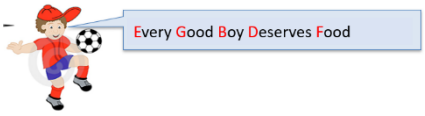
FACE in the space





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

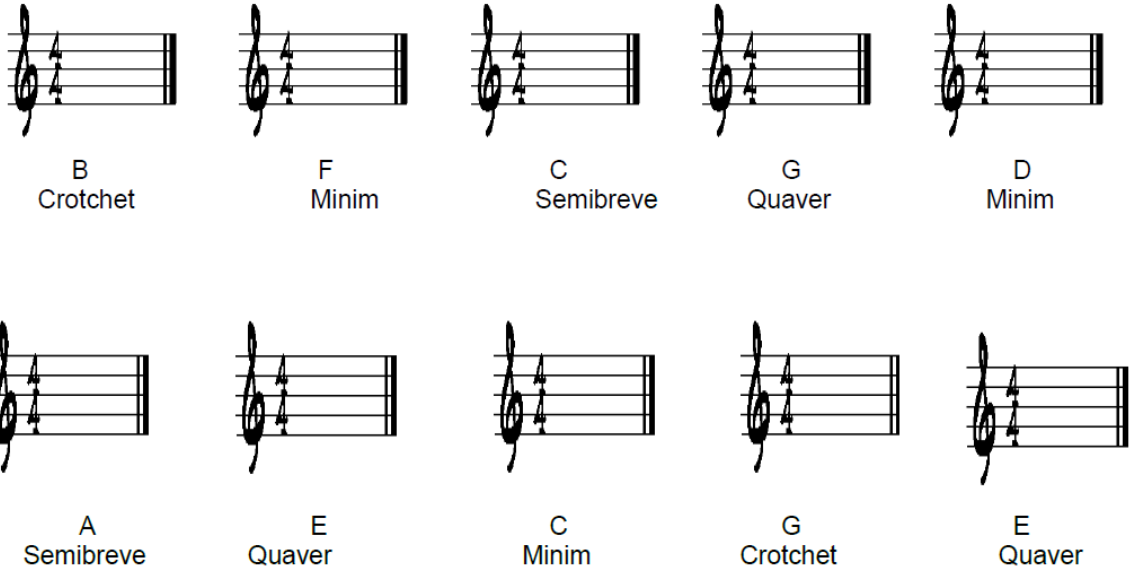
𝅝	4 beat	4	Semibreve
𝅗𝅥	2 beat	2	Minim
♩	1 beat	1	Crotchet
♪	½ beat	0.5	Quaver
𝅘𝅥𝅯	¼ beat	0.25	Semi-quaver

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…



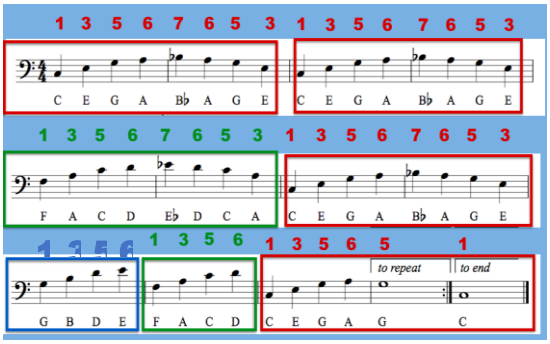
DIRT

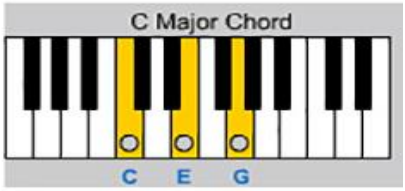
Notes

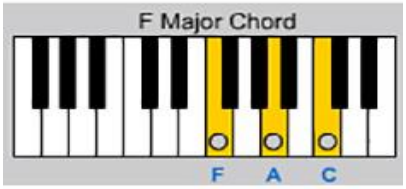
Chords

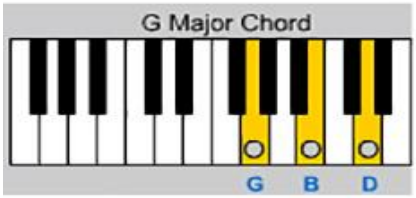
1. C	2. C	3. C	4. C
5. F	6. F	7. C	8. C
9. G	10. F	11. C	12. C

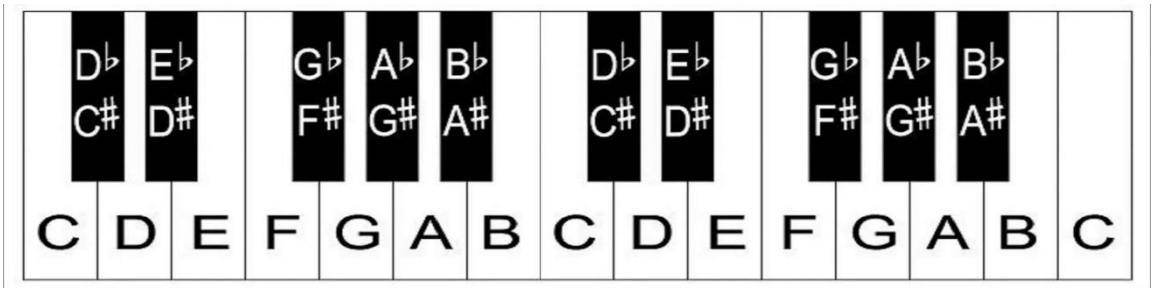
Walking Bassline











Student Learning Journey

Subject: Physical Education Year 8 Outdoor Adventure Activities

Previously you have learnt



To improve your teamwork and develop leadership skills in order to complete a number of physical and mental challenges. Within the challenges, you will build upon your basic map appreciation and use these resources to help you and your team achieve success.

In this unit you will learn



To be able to evaluate your individual contribution to a team and your performance as a leader when asked to take charge. You will also expand on your practical map reading ability and apply this knowledge to compete both individually and as a team in orienteering competition.

Key Vocabulary and Terminology



Tier 2 Communication, time management, teamwork, tactics, problem solving, organisation, planning, leadership, evaluation

Tier 3 Ordnance survey map, orienteering, grid reference

Further Learning

Orienteering outside of school

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 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 8 Badminton

Previously you have learnt



In Year 7, you were introduced to the underarm clear, overhead clear and drop shot. The basic fundamental underarm service to begin a game. Strategies and tactical development, whilst learning how to outwit opposing players. How these skills can be incorporated into a competitive game.

In this unit you will learn



In Year 8, you will develop the underarm serve, underarm clear, overhead clear and drop shot. You will be introduced to the smash shot. Use disguised shots, and develop strategies and tactical development to outwit opposing players. How these skills can be incorporated into a competitive singles and doubles gameplay.

Key Vocabulary and Terminology



Tier 2: creativity, determination, resilience.

Tier 3: smash shot, disguised shots, tactical awareness, positioning.

Further Learning



Badminton Technique - Forehand Smash smash shot

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 8 Basketball

Previously you have learnt



The principles of ball familiarisation and passing
The skills of dribbling and pivoting when in possession of the ball.
The ability to pass and move off of the ball.
The correct technique for shooting a set shot.
The correct technique for shooting lay-up.
How to outwit an opponent in a competitive game situation.

In this unit you will learn



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

Key Vocabulary and Terminology



Tier 2

outwitting, offense

Tier 3

rebound, jump shot, lay up, pivoting.

Further Learning

Scan these QR codes for information

Triple Threat | Jump Shot | Defending Stance

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 8 Volleyball

Previously you have learnt



Previous knowledge will be basic skills that have been learned in Year 7. By understanding the technical aspects of the underarm serve, dig, set and smash/spike shot. Therefore, being able to use these shots in a sequence during a competitive game situation.

In this unit you will learn



In Year 8, you will recap the underarm serve, dig, set and smash/spike shot, and begin to identify which shot is going to be necessary to the situation. Further development of each shot will be included, as well as incorporating the overhand serve. Finally, knowledge of basic Volleyball rules will be explored throughout these lessons.

Key Vocabulary and Terminology



Tier 2: teamwork, communication, movement, height.

Tier 3: 3 touch play, dig set smash, tactical awareness, positioning.

Further Learning

Setting (grade 3-6) | Teach Volleyball Skills Set Shot
Pairs: Digging/passing (grade 3-6) | Teach Volleyball Skills Dig Shot
How To Serve a Volleyball Underhand Underarm serve
How To Overhand Serve A Volleyball For Beginners - Float Serve Overhead serve
Spiking/hitting (grade 3-6) | Teach Volleyball Skills Smash/Spike Shot

Hatton Character Qualities

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

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Student Learning Journey

Subject: PE Year 8 Football

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



Tier 2 Communication, Tackle

Tier 3 Technique, Tactics, Positioning

Further Learning

Turning Drill

Passing and Moving

Hatton Character Qualities

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

Student journey map

Subject: RE, Does Buddhism have the answer to life's challenges?

Previously you have learnt



The basics of the foundations of Buddhism, focussing on the life of the Buddha. You have also studied social justice and considered issues of discrimination and prejudice, wealth and poverty, and religious responses to these. You have knowledge of key concepts of stewardship, authority and throughout your work in year 7 and earlier this year have considered the nature of God.

What you will learn in this unit



An understanding of different ideas about life's challenges and arguments for their existence. Detailed knowledge of specific aspects of Buddhism including the life of Siddhartha and how this links to suffering, the four noble truths, the five precepts, kamma and the noble eightfold path.

Examples of Tier 2-3 Vocabulary that you may come across



Tier 2: Challenge, meditation, suffering, lotus flower, truth
Tier 3: Kamma, moral/natural suffering, ascetic, precepts, eightfold path, noble truths

Further Links and Associated Reading/Subjects



Life of Buddha (reading)
Examples of videos used in topic:
Buddhist beliefs about suffering - Higher Religious, moral and philosophical studies - BBC Bitesize



Hatton Characteristics

Social intelligence/empathy

Topic Timeline



Key vocabulary and knowledge

Student Learning Journey

Subject: Science Year 8 Biology 8Bi **Invesitigating Photosynthesis**

Previously you have learnt

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

In this unit you will learn

To describe how light colour effects the rate of photosynthesis , plan an investigation into how light intensity effects the rate of photosynthesis and concluding and evaluating results

Key Vocabulary and Terminology

Tier 2: Describe, plan, investigate, conclude, evaluate

Tier 3: Hypothesis, independent variable, dependent variable, control variable, precise, accurate, reliable, conclusion, evaluation, anomaly.

Further Learning

BBC Biteszie – Planning an Experiment

Hatton Character Qualities

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

Student Learning Journey

Subject: Science Year 8 Chemistry 8C3 Reactions of Metals

Previously you have learnt



In Year 7, you learnt how to classify chemical reactions, name chemical formula and write word and symbol equations, as well as observing some chemical reactions. Earlier this year, you learnt to classify acids and the importance of the pH scale.

In this unit you will learn



To explain the reactions of metals with oxygen, water and acids. You will also learn to explain displacement reactions and explain how metals are extracted from their ores.

Key Vocabulary and Terminology



Tier 2: Reaction, metal, explain, extract, observation.

Tier 3: Displacement, ore.

Further Learning

BBC Bitesize - Reactions 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 8 Physics 8P3 More on Forces

Previously you have learnt



In Year 7, you learnt about contact and non-contact forces.

In this unit you will learn



To describe balanced and unbalanced forces, identify action-reaction pairs of forces, calculate pressure, describe how pressure changes with depth in a fluid and describe how gases exert pressure.

Key Vocabulary and Terminology



Tier 2: Describe, balance, identify, calculate.

Tier 3: Forces, action-reaction, pressure, Balanced forces , Unbalanced forces, Pascals

Further Learning



BBC Bitesize – Forces Notes

BBC Bitesize – Pressure Notes

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: Spanish Year 8: Holidays (las vacaciones)

Previously you have learnt



Last term we have learnt how to talk about different forms of travel and how to get places. In year 7 we learnt different activities and used the near future to say what we will do in the summer holidays. At the beginning of year 8 you learn to say what foods you do and don't like. You have also learnt how to form the past tense in Spanish to describe what you ate, drank and have worn.

In this unit you will learn



How to talk about holidays in the past tense. We will understand and talk about the food, activities and transport on a holiday. We will look at destinations in Spain, and what one can do there.

Key Vocabulary and Terminology



Tier 2 imperfect tense, perfect tense irregular verbs, perfect tense with he/has/ha

Tier 3: Vocabulary to be able to answers questions like:
¿Cómo viajas?
¿Cómo es el hotel?

Further Learning

Please look at our department Padlet. 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