Student Learning Journey

Subject: Religious Education, Year 11, what constitutes a family and what is its purpose?

Previously you have learnt



You understand the key principles of major faiths, and also have knowledge of Humanist perspectives. You have considered what a worldview is, and how your worldview compares to others. You can explain how much a person's geographical heritage influences their worldview, and have a broad knowledge of faiths around the world such as Mormonism and Aboriginal Spiritual faith. You have considered human rights and views on our rights and responsibilities in the modern world, including views on exploitation and fair trade..

In this unit you will learn



You will consider the complexities of modern family life. You will understand religious beliefs about the nature and purpose of the family – asking questions such as, what is the main function of a family? You will understand societal and religious perspectives on sexuality and gender roles. You will think about whether religion and culture can con exist harmoniously in the modern world. In this unit you will focus on beliefs in marriages, ideas about divorce and responsibilities in family life – looking at these from Buddhist and Christian perspectives

Key Vocabulary and Terminology



Tier 2

World view, perspective, belief, gender, purpose, nature, marriage, divorce, relationships

Tier 3

Fundamentalist, Liberalist, Sanctity of life, Blasphemy, Adultery

Further Learning



Religious attitudes to sexual matters

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 11 – The Sociology of Social Stratification

Previously you have learnt



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

In this unit you will learn



To explore the following issues; how is class measured? Is stratification required in society? How does CAGE impact life chances? How is poverty measured? What is power?

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

Key Vocabulary and Terminology



Tier 2: life chances, poverty, class, age, gender, ethnicity, affluent, welfare, power, democracy

Tier 3: social stratification, embourgeoisement, authority, deprivation, functionalism, Marxism, feminism, voting systems, relative poverty

Further Learning

Social Stratification Flashcards | Quizlet

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 11 Repaso (Revision of all units)

Previously you have learnt



We have now covered all our topics and finished our mock exams. This term will focus on revisiting all the previous topics and improving exam technique to improve our grades.

In this unit you will learn



We have now covered all our topics and finished our mock exams. Focus will be on resilience and commitment to working through revision guides at home. In class we will focus on speaking and writing and ensuring we know all the success criteria of the exam.

Key Vocabulary and Terminology



Tier 2 Past present and future tenses : imperfect / preterite / near future / distant future

Tier 3 ¿Te llevas bien con tu familia? ¿Quién es tu mejor amigo/a? ¿Cómo es?

Further Learning

Please look at our department Padlet KS4

Spanish KS4

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 11 Term 3 + 4 NEA 2 – Externally Set Assignment (ESA)

Previously you have learnt



How to work through a GCSE project and how to ensure that all of the 4 Assessment Objectives are covered throughout the project. Your yr11 project from terms 1+2 along with yr10 structures work will contribute 60% of the final GCSE grade.

In this unit you will learn



How to develop your selected theme (from the set exam paper) with independence and whilst demonstrating your own visual journey to meet all 4 of the assessment objectives. You will record your thoughts, ideas and creativity with a curious and explorative mind.

You will learn how to manage your time effectively and you will need to show your ability to work through an idea through to the end of the assessment with 2 days (10 hours) of exam.

Key Vocabulary and Terminology



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

Tier 3: printing, etching, stitch, paper cut, photography, primary observation, photo / digital manipulation

Add more to your list that are relevant to your own project and outcome

Further Learning



Tate education website

BBC Bitesize website

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

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Perceived Exertion

Tier 3: Demonstrate, Concepts and processes

Further l



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

Student Learning Journey

Subject: Business Year 11 GCSE Marketing & Finance revision

Previously you have learnt



About costs, revenue and profit from Year 9 and 10. You will have an idea of types of costs, such as fixed and variable, revenue (price x quantity) and profit (Revenue – costs). In Year 10 and start of year 11, you also learnt about sources of finance, basic financial terms and calculations and cash flow.

In this unit you will learn



How to construct and interpret a break even chart, understand the difference between assets and liabilities. This will be a very important skill to learn – how to interpret data from a statement of financial position. You will interpret information contained in an income statement and you will also learn about ratio analysis and acid test ratio. You will also learn how to plan, answer and prepare 6, 9 and 12 marker questions on marketing and finance to prepare for Paper 2.

Key Vocabulary and Terminology



Tier 2: Costs, revenue, profit, gross profit, net profit, cash flow, fixed costs, variable costs, 4 P's, product, price, place, promotion

Tier 3: Current asset, current liabilities, non current, break-even point, current asset, current liability, gross profit margin, net profit margin, margin of safety, average rate of return, financial statement, net current assets, Boston matrix, product life cycle, pricing strategies

Further Learning



Basic financial terms - Financial terms and calculations

The importance of cash flow - Cash and cash flow

Analysing the financial performance of 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: Dance Year 11 Skills of Responding to the Brief Term 3

Previously you have learnt



Last term you choreographed a 10-15minute performance in response to a set stimulus and brief in preparation for you upcoming external assessment.

In this unit you will learn



In this unit, you will have been set your external brief by Pearson exam board. You will start to explore ideas about the set stimulus and progress to develop and identify skills you can improve and how this could be achieved.

Key Vocabulary and Terminology



Tier 2: Performance techniques, concentration, commitment, performance, evaluation, performance space

Tier 3: Energy, focus, theme, target audience, research, interpretative, collaborative skills, investigate, reference, explore, analyse, brief, stimulus.

Further Learning

Btec tech award in performing arts: component 3 - YouTube –this video explains from the exam board the component and target outcome.

Exam tips: Performance Skills GCSE Dance Section B Revision - Bing video -this video will cover Skill technique and will help develop your technical ability

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 11

Previously you have learnt



In previous terms you have developed your understanding of the different types of employment roles and responsibilities within the industry. You learnt and understand the specific personal attributes, qualifications and experience an employer would look for to fulfil the roles in the hospitality and catering industry. You should be able to discuss the contributing factors to the success of hospitality and catering provisions. You have explored preparation and cooking skills through the development of cooking dishes for fine dining.

In this unit you will learn



This term you should know and understand the control measures to prevent food-induced ill health: Cross contamination, Correct temperature in delivery, storage, preparation and service and Physical contamination. You will study the roles and responsibilities of the Environmental Health Officer in hospitality and catering provision. You will develop exam techniques to aid you in completing unit 1 WJEC written exam. In practical sessions you will develop tea part food to showcase preparation, cooking and presentation skills.

Key Vo



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

Tier 3: Core temperature, Hot holding, Physical contamination

Further Learning

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

Website: WJEC H&C Videos: Food introduce illness

BBC Bitesize: Hospitality and Catering

Hatton

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 11 Non Examined Assessment (NEA)

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



BBC Bitesize: Designing and Making Principles

Technology Student: Design and Technology NEA

Supporting textbook: CGP Design and Technology GCSE textbook

Hatton Character Qualities

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

Excellence | Aspiration | Achievement | Inspiration | Community

Student Learning Journey

Subject: Design and Technology (RM) Year 11 Specialist Technical Principles

Previously you have learnt



In years 7-9, you have learned about the theory of different material areas and the environmental impact of manufacturing with different resistant materials. In year 10 you looked at the raw materials of woods, metals and plastics, the environmental impact of processing and manufacturing materials, forces and stresses and finishing techniques.

In this unit you will learn



In this unit you will consolidate and develop your learning and understanding of forces and stresses, ecological and social footprint, sources and origins of materials, material stock forms and types and sizes, scales of production, specialist techniques and processes and surface treatments and finishes. Throughout the year you will do recall quizzes and exam style questions to support your knowledge and understanding.

Key Vocabulary and Terminology



Tier 2: consider, evaluate, explain, analyse, state, compare, contrast

Tier 3: ecological footprint, social footprint, stock forms, scales of production, treatments and finishes

Further Learning

BBC Bitesize: Specialist Technical Principles

Technology Student: Specialist Technical Principles

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

Excellence | Aspiration | Achievement | Inspiration | Community

Student Learning Journey

Subject: Textiles Year 11 Exam unit

Previously you have learnt



Throughout this course, you have developed a wide range of practical skills, mastering both decorative and technical processes. You have learnt how to research and develop work in response to a theme or client brief and how to research the work or contemporary and traditional designers and textile artists through practical exploration. You are able to generate, develop and communicate creative design ideas in a personal way and can organise and present your work effectively both in a sketchbook and in digital format.

In this unit you will learn



In this unit, you will apply your skills and knowledge to produce work in response to a client brief set by the exam board. You will work through a series of tasks beginning with research, idea generation and development. You will then complete a development review and make a final outcome in exam conditions. Finally, you will create a digital portfolio presenting the work you have produced in response to the set brief. This is the final unit of work in your textiles course and makes up 40% of your overall grade.

Key Vocabulary and Terminology



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

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

Further Learning

Victoria and Albert Museum Fashion collection

Textile Artists Contemporary Textile artists

BBC Bitesize The creative process

Hatton Character Qualities

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 11 An Inspector Calls by J B Priestley - Revision

Previously you have learnt



In Year 7, you will have studied Oliver Twist. In Year 8, you will have covered Sherlock Holmes and focused on the presentation of crime, the police and community as well as women in the 19th and early 20th Century. In Year 9, you studied the play Macbeth and considered how drama texts might be presented on stage to explore themes and ideas.

In Year 10 you studied this play in full, and you will now revise your learning.

In this unit you will learn



Ways to approach Priestley and mid-20th century drama. You will explore the hallmarks of mid-20th century 'drawing-room drama' and realist theatre, exploring how meanings within it are shaped. You will learn clear, concise and critical arguments that explore layers of meaning and a range of perspectives. You will explore the contexts that shaped the play looking at both early and mid 20th century values, traditions, events, beliefs and events. You will explore how these might have shaped Priestley's view and therefore the play; you will also explore the ways in which the play can and perhaps should be perceived in your context of reception.

Key Vocabulary and Terminology



Tier 2: Industrialisation, poverty, allegory, moralistic, hierarchy, stratification, prejudice, prestige, corporation, dejection, degradation, characterisation, generation, inheritance, profit, capitalism, disenfranchisement, privilege, disadvantage

Tier 3: Realism, proxemics, dramatic tension, dramatic irony, dramatic structure, dramatic device, interrogate, scrutinise, denouement, climax, conscription, hegemony, industrial action, strike

Further Learning

Massolit An Inspector Calls Lectures

The Complete Text Online

Video of the Play

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 11 A Christmas Carol by Charles Dickens - Revision

Previously you have learnt



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

In Year 8, you will have covered Sherlock Holmes and focused on the presentation of crime, the police and community as well as women in the 19th Century. In Year 9, you will have covered memoires of different voices from different backgrounds.

In Year 10 you studied the whole text, and will now revise it.

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



Massolit: A Christmas Carol

The Complete Original Text Online

A Christmas Carol Audiobook Online

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: Year 11 Film Studies – GCSE – Component 1 – US Independent Film - The Hate U Give (Specialist Writing)

Previously you have learnt



In year 9, you spent time exploring the American film industry and how this has shaped the ways in which films are constructed. Over your GCSE course, you have learnt how to analyse a film, embed terminology when completing analysis and have applied film theory in your responses. You have also spent time exploring key dates and developments within the film industry, with a focus on US film and the mainstream film industry. Also, in English, you have studied the original novel as part of the unit on voices and perspectives.

In this unit you will learn



This unit will have you exploring the expectations of an independent film, including expected conventions of indie films and completing a close analysis of the film The Hate U Give. You will study the audience and critical response to the film, alongside the context of the film and the Black Lives Matter movement. Alongside the close study of this film, you will learn how to respond to a specialist piece of writing about it and develop a critical response.

Key Vocabulary and Terminology



Tier 2: Oppression, propaganda, patriarchal, privilege, context, affluent, exposition

Tier 3: antithesis, trope, code switching, racial inequality

Further Learning

Specialist writing

Cinematography in The Hate U Give

Character in The Hate U Give

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

Year 11: Paper 2 – UK in the 21st Century

Previously you have learnt



In Distinctive Landscapes, you explored the physical landscapes of the UK and the geomorphic processes that shape them. You learned about the formation of various landforms and how human activities can influence these landscapes. You studied the impact of tourism, land use, and management practices on the environment, and the importance of conservation and sustainable practices to preserve natural beauty and landscape features.

In this unit you will learn



In this unit, you will study the UK's changing population, economy, and cultural influence in the 21st century. You will explore the demographic trends, such as ageing population and migration, and their impacts on society. The unit will cover the UK's economic changes, including the decline of traditional industries and the rise of the service sector. You will also learn about the UK's political role in the world and its global significance. Additionally, you will examine the challenges and opportunities faced by the UK, such as climate change, resource management, and social inequality.

Key Vocabulary and Terminology



Tier 2: Population density, Ageing population, Migration, Economic hubs, Service sector, Political influence, Social inequality, Climate change, Resource management, Urbanization, Industrial decline, Health care, Social services.

Tier 3: Economic diversification, Technological innovation, Infrastructure development, Education, Environmental sustainability, National identity, Cultural exports, Global significance, Demographic trends, Rural depopulation.

Further Learning



- UK Population Trends: https://www.ons.gov.uk/
- UK Economy: https://www.gov.uk/government/organisations/hm-treasury
- UK's Global Role: https://www.chathamhouse.org/

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 Y11 Wiederholen (Revision)

Previously you have learnt



We have now covered all our topics and finished our mock exams. Focus will be on resilience and commitment to working through revision guides at home. In class we will focus on speaking and writing and ensuring we know all the success criteria of the exam.

In this unit you will learn



This term will focus on revisiting all the previous topics and improving exam technique to improve our grades. We will able to answer questions on all of the topics for our speaking exams.

Key Vocabulary and Terminology



Tier 2 dative, accusative, nominative

Tier 3 hilfsbereit, bekommen, hilfreich, sein, Spass machen, mochte v möchte

Further Learning

Please look at our department Padlet

KS4 - German links

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: Health and Social Care RO32 Safeguarding

Previously you have learnt



About the safety and security aspects of Health and Social Care settings and the importance of keeping service users safe from harm. You have learnt about the importance of risk assessments and how they contribute to service user safety. You have learnt about the legislation that supports service user safety and how it informs policies and procedures in Health and Social Care settings.

In this unit you will learn



To define the meaning of safeguarding, identify vulnerable service users who need safeguarding from harm and abuse and learn about safeguarding policies and procedures in Health and Social Care settings.

Key Vocabulary and Terminology



Tier 2: Safeguarding, impacts, protect.

Tier 3: Vulnerable, policies, procedures, safeguarding lead (DSL), designated.

Further Learning



Setting policies and procedures on safeguarding – School policies and procedures for safeguarding.

What is safeguarding , Every child matters: statutory guidance - GOV.UK (www.gov.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: Health and Social Care RO32 Effective communication teaching aim 3

Previously you have learnt



In year 10 learning about the differentiated needs and rights of service users.

In this unit you will learn



About the different types of communication in Health and Social Care. You will be introduced to British sign language, learn key signs and sign your own name. You will also learn about non-verbal communication and positive body language.

Key Vocabulary and Terminology



Tier 2: sign language, eye contact, feelings, braille.

Tier 3: communication, positive, non-verbal, posture, clarifying, empathy, reflecting, advocate, interpreters.

Further Learning



Braille alphabet, Makaton simple phrases.

British sign language alphabet (hand out provided). The 6Cs of nursing.

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 GCSE - Y11 Germany: Democracy and Dictatorship 1890 - 1945

Previously you have learnt



How the end of World War One affected countries around the world, in particular the views of the Big Three - USA, France and Britain. We analysed the impact of treaties and world organisations such as the Treaty of Versailles and the League of Nations. Consequently, we evaluated the causes and consequences of Britain's appeasement towards Germany, which contributed to the rise of Hitler's dictatorship and the outbreak of World War Two.

In this unit you will learn



How the consequences of World War One changed Germany politically, socially and economically, focusing our analysis on how Germany changed from authoritarian rule to a democracy, which was superseded by a dictatorship and culminated with World War Two. Using our social intelligence, we will understand how German people were willing to vote for Adolf Hitler and the impact his policies had on their lives.

Key Vocabulary and Terminology



Tier 2:

Depression	Inflation	Government	Prejudice	Genocide

Tier 3:

Bundesrat	Reichstag	Weltpolitik	Lebensraum	Volksdeutsch

Further Learning



BBC Bitesize Germany - GCSE History Revision - AQA - BBC Bitesize

GCSE Pod Germany GCSE Learning and Revision | GCSEPod

YouTube Podcast Weimar and Nazi Germany Topic 1: The Weimar Republic 1918-29 - YouTube

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 Year 10 R050 – TA3: Data and Testing

Previously you have learnt



how digital information is created, stored, and used in different contexts. You have developed basic spreadsheet skills, including entering, formatting, and organising data, and you have explored how data can be collected digitally through forms and surveys. You have also learnt about the importance of using digital systems safely and responsibly, as well as how technology can be used to support communication, collaboration, and problem solving.

In this unit you will learn



how data is collected using both primary and secondary data sources and understand the difference between qualitative and quantitative data. You will explore how data is stored and organised using spreadsheets and databases and how data can be represented using tables, charts, and graphs to make information easier to understand. You will develop an understanding of why data testing is important, how errors can occur, and how validation and verification methods are used to ensure data is accurate, reliable, and fit for purpose.

Key Vocabulary and Terminology



Tier 2: Data, information, accuracy, reliability, efficiency, testing, validation, verification, errors, digital systems, storage

Tier 3: Quantitative data, qualitative data, primary data, secondary data, data validation, data verification, range check, length check, format check, presence check, lookup table, test data, erroneous data

Further Learning

Cambridge Nationals I.T.: Planning Tools (LO1 #5) - YouTube (Videos 6,7,8 and 9)

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 Year 10 R050 – TA4: Cyber Security and Legislation

Previously you have learnt



how digital systems are used to create, store, and share information and the importance of using technology safely and responsibly. You have explored different types of digital data and how data is collected, stored, and tested to ensure accuracy and reliability. You have also developed an understanding of online communication, collaboration tools, and the potential risks associated with using digital technologies.

In this unit you will learn



how cyber security attacks can affect individuals, organisations, and digital systems. You will explore common types of cyber attacks such as malware, phishing, hacking, and social engineering and understand how these threats can compromise data and systems. You will learn how to protect data and devices using security measures such as strong passwords, encryption, firewalls, and anti-malware software. You will develop an understanding of the importance of data protection, safe online behaviour, and how organisations reduce cyber security risks.

Key Vocabulary and Terminology



Tier 2: Security, risk, threat, protection, data, privacy, safety, systems, networks, responsibility, prevention

Tier 3: Cyber security, malware, phishing, hacking, social engineering, encryption, firewall, antivirus, authentication, data breach, ransomware, spyware, brute force attack

Further Learning



Cambridge Nationals I.T.: Planning Tools (LO1 #5) - YouTube (Videos 6,7,8 and 9)

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 11 Term 3: Healthy Mind, Healthy Body

Previously you have learnt

In KS3 and KS4, you have learned about the importance of respect, trust, and communication in healthy relationships. You explored different types of relationships, including friendships, family dynamics, and romantic relationships. You also discussed consent, personal boundaries, and recognising unhealthy or abusive behaviours. Additionally, you covered online safety, including the risks of sexting, cyberbullying, and the impact of social media on relationships.

In this unit you will learn

In this unit, you will explore different types of relationships, including marriage, civil partnerships, and the challenges of fertility and parenthood, such as IVF. You will also learn about unplanned pregnancy, miscarriage support, and the available options for individuals in these situations. Additionally, the unit will cover different forms of intimacy, including online interactions, and the expectations surrounding healthy relationships. You will also examine key topics in sexual health and fertility, including the risks of sexting, cyber flashing, sextortion, revenge porn, and the impact of chemsex.

Key Vocabulary and Terminology

Tier 2: Relationships, Expectations, Boundaries, Support, Communication, Challenges, Influence, Vulnerable, Consequences, Awareness.

Tier 3: Fertility, IVF, Miscarriage, Sextortion, Cyber flashing, Revenge porn, Chemsex, Civil partnership, Consent, Sexual health.

Further Learning

Fertility and IVF: https://www.nhs.uk/conditions/infertility/
Unplanned Pregnancy & Miscarriage Support (BPAS): https://www.bpas.org/
Pregnancy Options Centre: https://pregnancyoptionscentre.org.uk/
Brook (Sexual Health & Well-being): https://www.brook.org.uk/
Childline (Sexting & Online Safety): https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/
Revenge Porn Helpline: https://revengepornhelpline.org.uk/
NSPCC (Online Safety): https://www.nspcc.org.uk/keeping-children-safe/online-safety/
Terrence Higgins Trust (Chemsex Information): https://www.tht.org.uk/hiv-and-sexual-

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 11 High Quality Shape and Space

Previously you have learnt



You have already covered the complete GCSE curriculum. The units related to this section are: 7a. 2D Shape and Space, 7b. Trigonometry, Unit 8. 3D Shape and Space and Unit 10. Representing Movements.

In this unit you will learn



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

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning



Practice questions for every subtopic

GCSE Geometry and Measures Questions and Answers

Circle Theorems Exam Qs, Circle Theorem Exam Qs, Advanced Trigonometry Exam Qs

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 11 High Quality Statistics

Previously you have learnt



You have already covered the complete GCSE curriculum. The units related to this section are: Unit 5. Data & Statistics and Unit 11. Probability.

In this unit you will learn



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

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning



Practice questions for every subtopic

GCSE Statistics Questions and Answers

GCSE Probability Questions and Answers

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 11 High Quality Shape and Space

Previously you have learnt



You have already covered the complete GCSE curriculum. The units related to this section are: 7a. 2D Shape and Space, 7b. Trigonometry, Unit 8. 3D Shape and Space and Unit 10. Representing Movements.

In this unit you will learn



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

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning



Practice questions for every subtopic

GCSE Geometry and Measures Questions and Answers

Circle Theorems Exam Qs, Circle Theorem Exam Qs, Advanced Trigonometry Exam Qs

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 11 High Quality Statistics

Previously you have learnt



You have already covered the complete GCSE curriculum. The units related to this section are: Unit 5. Data & Statistics and Unit 11. Probability.

In this unit you will learn



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

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning



Practice questions for every subtopic

GCSE Statistics Questions and Answers

GCSE Probability Questions and Answers

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 11 GCSE Term 4 KH

Previously you have learnt



During term 3 you reviewed Area of Study 3: Music for Film.

Alongside the Component 3 studies you completing were your set brief and free brief compositions and recording your solo and ensemble performances for Component 2.

In this unit you will learn



During this term you will be developing your analysis skills further, reviewing Area of Study: 4 Popular Music through your listening and analysis lessons.

You will be completing your exam board brief composition log for both your set brief and free brief composition.

You will also be recording your solo and ensemble performances ready for submission to the examiners.

Key Vocabulary and Terminology



Tier 2 – Texture, Structure, Duration, Tempo, monophonic, homophonic, polyphonic, unison, chordal, layered, melody and accompaniment, round, canon, countermelody.

Tier 3 – Jazz, Blues, Musical Theatre/Musical, Film Music, Rock, Soul, Hip-hop, Reggae, Ballad, Pop, Bhangra, Fusion

Further Learning



Jazz Rhythm Section

Historic Styles

String Quartet

BBC Bitesize - Music

Adams' Music - AFRICA - by TOTO

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 10 & 11 Rowing

Previously you have learnt



How to perform a safe and effective rowing technique to maximise power output. Know if you are better suited to aerobic or anaerobic work. You are able to maintain a steady pace and power output. Perform Circuit training using a rower, which will improve fitness for rowing

In this unit you will learn



How to work safely and effectively as a team, you will also learn to gain a PB for 200m sprint. Understand how to transition quickly from 1 performer to another to complete team challenges and complete a 4 minute row PB – Can you achieve bronze, silver or gold?

-

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

Team challenge transition

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 11 Badminton

Previously you have learnt



In Year 10, you developed advanced principles of play using variations of service (short and long), forehand, backhand, smashes and drop shots. You were introduced to the backhand clear. Game play and conditional situations encouraged replication of skills to be refined and performed under pressure. You undertook a range of roles and responsibilities to help each other improve and independently run games and compete in them. You also developed a deeper understanding about healthy lifestyles and fitness.

In this unit you will learn



In Year 11, you will build on core skills and apply them in a range of competitive contexts and physically demanding conditional drills. You will develop the ability to evaluate performance and provide feedback. You will also prepare tournaments and both officiate and compete in them competently. You will also demonstrate a deeper understanding about healthy active lifestyles and fitness.

Key Vocabulary and Terminology



Tier 2: social intelligence, leadership, citizenship

Tier 3: tactics, analysis of strength, officiate, healthy active lifestyles.

Further Learning

Singles Rules | Badminton

Doubles Rules | Badminton

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 11 Basketball

Previously you have learnt



The use of reverse and left hand lay ups shots.
Strategies that can be used for attacking, including screens, blocks and high/ low posts.
Develop the correct technique for making jump shots and free throws.
The main responsibilities of a player in an attacking role.
The main responsibilities of a player in a defensive role.
The role of the Referee during a game of basketball.

In this unit you will learn



To develop advanced shooting techniques including the hook shot and fade away.
The ability to outwit opponents using 1v1 dribbling.
The ability to analyse tactics and identify strengths.
How to organise and run a small sided tournament.
How to referee in full game situations

Key Vocabulary and Terminology



Tier 2

round robin, officials, analysis.

Tier 3

backcourt violation, v-cutting, screen, triple threat, fast break.

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**

Excellence | Aspiration | Achievement | Inspiration | Community

Student Learning Journey

Subject: PE Year 11 Football

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



Tier 2 technique, communication

Tier 3 positioning, distribution, decision making

Further Learning

Defending Crosses

Attacking crosses

Hatton Character Qualities

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