Student Learning Journey

Subject: Art Year 10 Structures term 3+4

Previously you have learnt



You will have previously explored a selection of project titles in year 9 including 'Everyday Objects' and 'Identity'. A wide selection of media will have been introduced including 3D, printmaking and various painting and drawing techniques.

You have already explored the initial starting points of structures and now you will need to further explore this through a deeper, more meaningful and personal visual development.

In this unit you will learn



This unit you will further develop your skills through the theme of 'Structure'. You will explore the title in a personal way highlighting your own ideas and interpretations. 3D, printmaking, papercutting, photography and various artist media will be developed in your project linking to your theme Structures and you will explore further into Man-made Structures and continue with the theme Natural Structures.

Key Vocabulary and Terminology



Tier 2: evaluate, analyse, create, accuracy

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

Add your own key words and terminology below as your project develops linking to your own work:

Further Learning



Tate Gallery: Structures

Saatchi Gallery: Structural Artists

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 3 (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 Comp 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: Aerobic endurance, muscular endurance, muscular strength, speed, flexibility and body composition.

Components of Skill related fitness: Power, agility, reaction time, balance and coordination

Key Vocabulary and Terminology



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

Tier 3: Demonstrate, Concepts and processes

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

Student Learning Journey

Subject: Business Year 10 GCSE Operations- Supply Chain and Quality

Previously you have learnt



About the functional departments in a business and how they need to work together. You will have discussed economies of scale and how it is important to be efficient in a business. You will have an understanding of job production, flow production, JIT, kaizen and lean production

In this unit you will learn



About external and internal influences on operational objectives and decisions, including costs, quality, speed of response, environmental objectives and added value. You will also learn about capacity utilisation and labour productivity rates, moving on to learning about the benefits and difficulties of improving quality. Through this unit you will learn about the difference between quality control and total quality assurance. All of this will have a big impact on how you manage the supply chain effectively.

Key Vocabulary and Terminology



Tier 2: Operational, outsourcing, quality, control, assurance, just in time, capacity utilisation, productivity, inventory, lead times, kaizen, buffer stock, supply chain, channel of distribution

Tier 3: Operational efficiency, strategic outsourcing, total quality management, quality benchmarking, lean production, just-in-time production, capacity optimisation, labour productivity, inventory management, lead time reduction

Further Learning



Bee Business Bee Capacity Utilisation Tutorial

Making Operational Decisions | Business | tutor2u

Walmart Supply Chain - 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: Computer Science Year 10 Network Security and Systems Software

Previously you have learnt



How computers can be joined together to form networks that can be used to send data from one computer to another.

In this unit you will learn



The types of security threats that can occur on a network and how they can be prevented. You will also learn the different types of software available for use on computers.

Key Vocabulary and Terminology



Tier 2: Evaluate, analyse, context, apply, link, describe, explain, research, discuss, explore

Tier 3: Malware, phishing, social engineering, brute force, denial of service, SQL injection, data interception, firewall, encryption, peripheral, defragmentation, utility, operating system, vulnerability

Further Learning



Threats to Networks

Systems software

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 10 Component 1: Exploring the Performing Arts Term 4

Previously you have learnt



Last term you prepared for your Component 1 module looking at different practitioners and works, and how this fits a theme. This was explored through a series of theory and practical based tasks. This has prepared you to take the next step in your BTEC course in completing your Component 1.

In this unit you will learn



In this unit, you will complete your first piece of coursework - Component 1. You will explore 3 professional works and how they fit with the given theme. You will be able to articulate your knowledge through both a presentation and practical explorations.

Key Vocabulary and Terminology



Tier 2: style, skills, choreographers, dancers, rehearsal, time, organisation

Tier 3: management, communication, stylistic qualities, features, creative intentions and purpose, influence, roles and responsibilities, theme, form, structure, narrative, stimulus, contextual influences, collaboration with other practitioners, influences.

Further Learning



A Choreographer's Creative Process in Real Time | Wayne McGregor | TED Talks - YouTube – in this video you will see a live rehearsal and witness rehearsal techniques.

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
Self-Regulation	Courage	Commitment	Team Work	Leadership
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Student Learning Journey

Subject: Year 10 Hospitality and Catering in Action Unit 2

Previously you have learnt



You have been practicing the Non-Examination Assessment (NEA/coursework). You learnt how to analyse a given brief and select the best dishes based on the client nutritional needs. You have explored the different cooking methods impact on the nutritional value of different ingredients. You have applied knowledge and understand of how to select suitable cooking methods to protect the nutritive value and improve palatability. You have made several dishes in regards to the cooking techniques explored. You learnt how to review your work against set criteria.

In this unit you will learn



This Term you will be doing your Non-Examination Assessment (NEA). An assignment brief will be provided by WJEC that will include a scenario and several tasks. You must follow the instructions for the controlled assessments in the Administration Guide and within each Unit Guide. In line with these instructions, you are required to follow the controlled assessment policy; this unit is synoptic and draws upon the knowledge gained in year 9 andyear 10.

Key Vocabulary and Terminology



Tier 2: Review, Demonstrate, Discuss, Plan

Tier 3: Controlled assessment (NEA), Organoleptic, Cross contamination, Sustainability

Further Learning



Textbook: Level ½ Vocational Award Hospitality and Catering; Course Companion Author Alison Palmer. Candidate pack from WJEC

Website: WJEC H&C

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 10 Metal Project

Previously you have learnt



In years 7 -9 you have learnt how to mark out, cut and finish materials and basic information about working with and joining timber and plastics (polymers) safely. You have worked with hand tools and used CAD and CAM to produce simple products. You have also completed practical projects where you have designed and made products made from woods, plastics and metals.

In this unit you will learn



During this unit you will practice and refine your practical working skills in woods and metals to produce a product suitable for batch production. You will be developing skills and understanding metals. You will learn how to cut, bend and join metals to create a practical outcome.

Key Vocabulary and Terminology



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

Tier 3: Ferrous and nonferrous metals, Alloys, Cold forming, shaping metals

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

Excellence | Aspiration | Achievement | Inspiration | Community

Student Learning Journey

Subject: Design and Technology (RM) Year 10 Core Technical Principles (continued)

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 term 1 and 2 of year 10 you looked at new and emerging technologies, energy generation and storage and developments in new materials. This knowledge has been developed alongside you developing practical skills across different material areas.

In this unit you will learn



In this unit you will learn about electronic systems, energy storage, the six R's ecological and social footprint, primary and secondary data and the work of others. You will develop and understanding of the theory knowledge required to answer exam questions in section from section A,B,&C of the AQA specification.

Key Vocabulary and Terminology



Tier 2: explain, describe, analyse, justify, compare

Tier 3: inputs, processes, outputs, programmable components, levers, cams, gears, pulleys and belts

Further Learning

BBC Bitesize: Systems Approach to Designing

Technology Student: Control Systems

Technology Student: Mechanisms

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: Textiles Year 10 Assessment Project

Previously you have learnt



Throughout this course, you have developed a wide range of practical skills. This includes decorative surface pattern techniques, pattern adaption and garment construction. You have learnt how to collect primary and secondary research, developing work in response to a theme and exploring the work or contemporary and traditional designers and textile artists. You are able to generate, develop and communicate creative design ideas in a personal way and can organise and present your work effectively

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning

Victoria and Albert Museum Fashion collection

Textile Artists Contemporary Textile artists

BBC Bitesize The creative process

Hatton Character Qualities

Resilience	**Open Mindedness**	**Creativity**	**Responsibility**	Empathy
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Excellence | Aspiration | Achievement | Inspiration | Community

Student Learning Journey

Subject: English Year 10 An Inspector Calls by J B Priestley

Previously you have learnt



In Year 7, you will have covered Oliver Twist with links to late 19th and early 20th Century 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 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 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 10 GCSE English Language Paper 1: *Explorations in Creative Reading and Writing*

Previously you have learnt



At Key Stage 3, you will have read high quality classic prose fiction, such as Oliver Twist by Charles Dickens and the Sherlock Holmes Mysteries by Arthur Conan Doyle.

You will have developed ways to approach and analyse class reader texts, such as Skellig and The Secret Garden. In addition, your own background in reading for pleasure will be a great help and support to you in your studies for Paper 1!

In this unit you will learn



Ways to approach English Language Paper 1 Section A: You will learn how to read, understand and analyse a high quality unseen prose fiction extract. You will learn the particular assessment foci of each question in Section A. You will understand the best way to approach each question, including timings, key words, and phrases that will help you to gain marks.

You will learn strategies to help you write a successful response to the creative and descriptive writing prompts in Section B.

Key Vocabulary and Terminology



Tier 2: metaphor, extended metaphor, simile, personification, repetition, chronology, revelation, resolution, climax, setting, focus, shift, zoom

Tier 3: protagonist, antagonist, author, exposition, characterisation, foreshadowing, cyclical structure, sibilance, juxtaposition, narrative voice, narrative perspective, allusion, imagery, symbolism, motif, flashback

Further Learning



GCSE English Language - BBC Bitesize

Structure of fiction texts - Language and structure - AQA - GCSE English Language Revision - AQA - 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: Year 10 Film Studies – GCSE – Component 2, Section B – Global non- English Language films - Tsotsi - Representation

Previously you have learnt



This year you have learnt how to analyse a film and have explored how to embed film terminology and theories. As well as this, you have spent time analysing the films Attack the Block (aesthetics) and District 9 (narrative). You have also explored the contexts of the Apartheid and the London riots of 2011 and how these have influenced how the films were made and received by spectators.

In this unit you will learn



This unit will have you exploring the representations of characters, issues and themes in the non-English language film Tsotsi. Alongside this, you will explore the context surrounding the film – focusing on the Apartheid in South Africa and the AIDS/HIV epidemic. You will consider the impact of this context on the spectator, alongside making links to the themes of poverty and ethnicity, gender and youth representations.

Key Vocabulary and Terminology



Tier 2: exposition, equilibrium, representation, protagonist, antagonist

Tier 3: Segregation, apartheid, township, Kwaito

Further Learning



http://www.filmeducation.org/pdf/ resources/secondary/Tsotsi.pdf
http://www.scoop.it/t/tsotsi
http://www.film.sentamu.com/wp-content/ uploads/2014/02/TSOTSI-STUDY-GUIDE.pdf
http://www.bbfc.co.uk/case-studies/tsotsi

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Student Learning Journey

GCSE GEOGRAPHY – PAPER 1 – GLOBAL HAZARDS

Previously you have learnt



Previously, you studied *Climate Change*, examining its causes, such as greenhouse gas emissions, and its impacts on global weather patterns and ecosystems. You explored how climate change affects communities differently across the world, with some areas more vulnerable to rising temperatures and extreme weather events. Additionally, you learned about *Development*, exploring the factors that contribute to economic and social progress in different countries. Understanding development helps explain why some regions have more resources to manage environmental challenges than others.

In this unit you will learn



In this topic, *Global Hazards*, you will investigate natural hazards like earthquakes, volcanoes, hurricanes, and droughts. You'll learn about their causes, which areas are most at risk, and how they impact people and landscapes. You will also explore how different countries prepare for and respond to these hazards, considering how levels of development influence a country's resilience and ability to recover. This topic builds on your understanding of how environmental and development factors affect communities facing global hazards.

Key Vocabulary and Terminology



Tier 1:
Earthquake, Volcano, Hurricane, Drought, Flood, Landslide, Tsunami, Hazard, Risk, Impact
Tier 2:
Tectonic plates, Seismic waves, Magma, Epicenter, Natural disaster, Vulnerability, Resilience, Mitigation, Preparedness, Emergency response, Hazard management, Aftershock, Disaster relief, Plate boundary, Evacuation, Early warning systems

Further Learning



Offers easy-to-understand resources on natural hazards, including videos, explanations, and quizzes. Challenge of hazards
Provides real-time information on hazards like earthquakes and volcanoes, with simple explanations Hazards
Features satellite images and articles on natural hazards such as hurricanes and droughts, perfect for visual learning. NASA Earth Observatory

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

GCSE GEOGRAPHY – PAPER 1 – GLOBAL HAZARDS

Previously you have learnt



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Key Vocabulary and Terminology



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Earthquake, Volcano, Hurricane, Drought, Flood, Landslide, Tsunami, Hazard, Risk, Impact
Tier 2:
Tectonic plates, Seismic waves, Magma, Epicenter, Natural disaster, Vulnerability, Resilience, Mitigation, Preparedness, Emergency response, Hazard management, Aftershock, Disaster relief, Plate boundary, Evacuation, Early warning systems

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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 10 Haus und Region (House and Region)

Previously you have learnt



In year 7 and 8 we have covered many topics in three tenses and can gives reasons and opinions on these. In Year 8 we have learnt about town and are able to give directions to places in a town. In Y9 we talked about our house, describing the rooms and the area we live in.

In this unit you will learn



In more depth about how to describe our house and our region. We will use three time frames to discuss this. Furthermore we will look at our town in more depth, discussing shopping and other activities in the town.

Key Vocabulary and Terminology



Tier 1 Reflexive verbs, adjectives, dual case prepositions

Tier 2 We will learn vocabulary to answer questions such as:

Was kann man in deiner Stadt machen?

Was hast du in deiner Region letztes Wochenende gemacht?

Further Learning

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

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 Year 10 RO32 Effects on Service Users

Previously you have learnt



In term 3 you learnt about the necessary qualities of a service practitioner, the 6C's of nursing and how service practitioners use the 6C's to inform and deliver person-centred values.

In this unit you will learn



About the benefits for service providers of applying personcentred values and the benefits for service users of having the person-centred values applied. You will also learn about the effects on service users' health and wellbeing if person-centred values are not applied.

Key Vocabulary and Terminology



Tier 2: Quality of life, enables, good practice, standards of care, improves, develop, strengths.

Tier 3: Practitioners, consultation, depression, frustration, social interaction, withdrawn, analysing.

Further Learning



The CQC – you could find examples of poor practice in some of the published reports.
Command words - Paper copy provided.

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 Year 10 RO33 Life Events and their Impacts

Previously you have learnt



About how the growth and development of an individual is affected by physical factors, social factors, emotional factors, economic factors, cultural factors and environmental factors.

In this unit you will learn



About different life events and their impacts on individuals, you will learn about expected and unexpected life events. You will learn how to identify individual's needs based on the impacts of life events

Key Vocabulary and Terminology



Tier 2: Relationships, Physical, events, emotional, intellectual, injury, and accident.

Tier 3: Circumstances, divorce, separation, exclusion, redundancy, genetic disorders, adapting, coping mechanisms, wealth.

Further Learning



BBC news article

Paper copy provided in class.

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 R070 Section A – Planning an augmented reality design.

Previously you have learnt

In year 9 you have been taught to research user needs, analyse target audiences, and create detailed design plans. You learnt to consider functionality, usability, and accessibility, as well as digital tools for AR, storyboarding, sketches, and project objectives. Planning also included risk assessment, materials, and time management for successful AR design.

In this unit you will learn

how to plan and prepare an AR project before creating it. They focus on understanding the purpose of the AR experience and identifying the problem it will solve, while researching user needs and target audiences to ensure the design is engaging, accessible, and usable. Students plan content and functionality, including interactive elements, multimedia, and AR features, and create design documentation such as storyboards, sketches, or wireframes to map out the user experience. They also consider technical requirements, including hardware, software, and compatibility, while evaluating potential risks or limitations, such as safety, accessibility, or technological constraints.

Key Vocabulary and Terminology

Tier 2: Augmented Reality (AR), user needs, target audience, storyboarding, sketches, functionality, usability, accessibility, risk assessment, project objectives

Tier 3: User experience, interface design, interactive prototyping, immersive technology, design specifications, workflow optimisation, feasibility analysis, stakeholder requirements, content integration, iterative development

Further Learning

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

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 10 – Careers - Next Steps

Previously you have learnt



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

In this unit you will learn



How to use and access Unifrog to plan and create a career path. Research and learn more about post 16 learning and University. You will look at using the careers library and the different types of jobs you may be interested in and the qualifications needed for these roles.

Key Vocabulary and Terminology



Tier 2: Qualifications, apprentices, Unifrog, independent, qualifications, researching, careers, goals, short term goals.

Tier 3: competencies, resilience.

Further Learning

https://www.unifrog.org/

http://www.hattonachool.org.uk

https://www.gov.uk/apply-apprenticeship

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 10 - Managing Risks to your Health

Previously you have learnt



In Year 7, 8 and 9 you cover relationships with peers and families as well as consent and bullying. You focus on positive relationships and how to report any issues you have in and out of school. You have also covered mindfulness, anxiety and how to self-regulate. You have had lessons about Emotional Wellbeing and what is mental health with links to how we can support you in school and how you can support yourself. IN year 9 you look at how your body us changing and how to look after that changing body to ensure that you can notice any unusual changes. You have also learned basic first aid.

In this unit you will learn



How to have a positive mindset as you enter your GCSE years to help you become resilient and overcome the hurdles that you will have to face. You will learn why it's important to share your feelings in an appropriate way to help you to manage your mental health. You will learn about mental health stigma and what anxiety is as well as strategies to help you manage these feelings and emotions. You will build on your knowledge of eating disorders to learn about this illness from a male perspective. You will then look at impact and influences of gangs, drugs, alcohol and knives so you know how to keep yourself safe. To build on this you will learn emergency first aid and how to manage the feelings of grief and bereavement.

Key Vocabulary and Terminology



Tier 2 : Mental health, emotions, grief, wellbeing, diet, exercise , resilient, stigma, drugs, gangs, alcohol.

Tier 3: Self-esteem, CPR, bulimia, anorexia, nutrition, bereavement

Further Learning

https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/self-harm/

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

https://www.nutrition.org.uk/healthyliving/lifestages/teenagers.html

Helping young people | Crimestoppers (crimestoppers-uk.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: Year 10 Managing healthy relationships

Previously you have learnt



In Year 7, you looked at criminal law, community cohesion, consent, and online relationships as well as digital footprints. In Year 8, you focus on Prevent and the impact of discrimination on pupils' mental health and welfare. You have learned how to notice peer-on-peer abuse and you should know how to report this. You will have learned about the impact of outside influences on an individual from peers and other influences.

In this unit you will learn



How to respect yourself and your differences as well as the differences of others. You will identify what your relationship values. how social influences can impact them, and when to not let those influences hurt you. You will look at how you can manage your emotions in relationships, manage conflict, and navigate relationships ensuring that you can build healthy and positive relationships with family, friends, and peers. You will also learn about parenthood and the different ways that we can become parents through pregnancy and other routes. You will also learn the importance of contraception to keep us safe and healthy.

Key Vocabulary and Terminology



Tier 2: Discuss, identify, explain, analyse, think, pair share, influence, emotions

Tier 3: relationship values, conflict, parenthood, adoption, surrogacy, contraception, STI's, protected characteristics, discrimination, body image.

Further Learning

- https://www.youngminds.org.uk/ (mental health support)
- Body image | YoungMinds
- Information for 11-18 year olds on understanding your feelings - Mind
- https://www.nspcc.org.uk/ (support for children)
- Contraception :: Healthier Together (what0-18.nhs.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: Recognising unhealthy relationships

Previously you have learnt



In Year 7, you looked at criminal law, community cohesion, consent, and online relationships as well as digital footprints. In Year 8, you focus on Prevent and the impact of discrimination on pupils' mental health and welfare. In Year 9, you covered what radicalisation and what would lead someone to this extreme behaviour. You have learned how to notice peer-on-peer abuse and you should know how to report this. You will have learned about the impact of outside influences on an individual from peers and gangs so you can recognise when something is not right.

In this unit you will learn



How to be assertive, without being rude, when communicating your feelings and opinions. You will learn how to be respectful in online relationships but also how to notice when relationships both online and in person are not right. You will understand the legalities and issues behind sharing images of yourself and others as well as the characteristics and mental health implications of abusive relationships. You will understand and be able to recognise a controlling and coercive relationship, and you will learn how to avoid pressure from peers and those who have a power imbalance. You will also learn about the influences of drugs on relationships and the signs and impact of honour-based violence.

Key Vocabulary and Terminology



Tier 2: Discuss, identify, explain, analyse, think, pair share, influence, sharing, assertive communication, mental health

Tier 3: abuse, child on child, peer pressure, breast ironing, forced marriage, FGM, victim blaming, explicit images, coercive, controlling, sexual harassment, consent.

Further Learning



- https://www.youngminds.org.uk/ (mental health support)
- https://www.nspcc.org.uk/ (support for children)
- Teenage Relationship Abuse | The Children's Society (childrenssociety.org.uk)
- Emotional abuse | Relate (emotional abuse support)
- Karma Nirvana (honour based violence support)

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 10 Probability: KLP 1, 2 and 3

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.

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

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 10 Sequences and Graphs: KLP 2, 3

Previously you have learnt



How to simplify different types of algebraic expressions, how to solve linear equations and how to substitute values into expressions.

In this unit you will learn



How to plot graphs in the form y=mx+c, and how to recognise equations from a graph. You will learn how to identify key features, including gradients and y-intercepts. How to find an equation of a line given key information, or given two points. You will then move onto how to form simultaneous equations from a context, and how to solve simultaneous equations both algebraically and graphically.

Key Vocabulary and Terminology



Tier 2: represent, axis, coordinate, relationships, parallel, perpendicular

Tier 3: y-intercept, x-intercept, gradient, simultaneous equations, variables

Further Learning



Straight Line Graphs

y=mx+c: Examples and GCSE Questions, Exam Questions: Equation of a Line

Simultaneous Equations

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 10 Trigonometry: KLP 3, 4

Previously you have learnt



How to apply trigonometry to find missing lengths and angles of right angled triangles. How to identify different sides of a right angled triangle. How to apply Pythagoras' Theorem to find side lengths. How to find angles of elevation and depression, and apply Pythagoras' Theorem and Trigonometry in real life contexts.

In this unit you will learn



How to find missing sides and angles of non-right angled triangles using trigonometry. You will learn to apply the sine rule, the cosine rule and the area if a triangle using trigonometry. You will learn to apply these to both 2D and 3D shapes, and to coordinate geometry. You will also learn how to identify trigonometric values. You will then learn how to sketch the graphs y=sinx, y=cosx and y=tanx

Key Vocabulary and Terminology



Tier 2: formula, degrees, bearings, apply, 3D

Tier 3: sine, cosine, tangent, inverse function, periodic,

Further Learning

The Sine Rule, The Cosine Rule

Trigonometric Graphs

Challenging Sine Rule Problems, Cosine Rule Problems

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 10 Number Sense: KLP 5

Previously you have learnt



How to round values to decimal values and significant figures. How to represent large and small numbers using standard form, and how to represent and manipulate surds.

In this unit you will learn



How to apply accuracy and bounds to estimate solutions. You will learn how to calculate the upper and lower bounds of numbers when they have been rounded. This will include when different operations have been applied to the numbers. You will learn to apply this to real life contexts, involving shape and space.

Key Vocabulary and Terminology



Tier 2: round, accuracy, appropriate degree of accuracy

Tier 3: significant values, bounds, error interval, truncation

Further Learning



Upper and Lower Bounds

Bounds: Further Notes

Revision of Bounds and Error Intervals

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 10 GCSE Term 4 KH

Previously you have learnt



To perform pieces from musicals and film as soloist and part of an ensemble.

To compose a song for a musical in your chosen genre.

To listen to and analyse songs from musicals.

In this unit you will learn



To perform pieces from film as soloist and part of an ensemble.

To compose a film music soundtrack.

To listen to and analyse music from film.

Key Vocabulary and Terminology



Tier 2 compose, contrast, improve, develop, evaluate, melody, rhythm, texture, harmony, tonality, structure, dynamics, tempo

Tier 3 Theme, Motif, Leitmotif, Underscoring, Scalic, Triadic, Fanfare, Pedal note, Ostinato/riff, Conjunct, Disjunct, Consonant, Dissonant, Chromatic, Minimalism

Further Learning

Star Wars - John Williams: Star Wars - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize

Adams' Music - Film Music

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 10 Badminton

Previously you have learnt



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

In this unit you will learn



In Year 10, you will develop advanced principles of play using variations of service (short and long), forehand, backhand, smashes and drop shots. You will be introduced to the backhand clear. Development through game play and conditional situations will encourage replication of skills to be refined and performed under pressure. To demonstrate knowledge of the essential elements of attack and defence in competitive situations. To undertake a range of roles and responsibilities to help each other improve and independently run games and compete in them. To develop a deeper understanding about healthy lifestyles and fitness.

Key Vocabulary and Terminology



Tier 2: verbal confidence, responsibility, empathy

Tier 3: long serve, backhand clear, attack, defence, tactics, healthy lifestyles.

Further Learning



Badminton : Long Serve in Badminton Long serve

Badminton : How to Hit a Backhand Overhead Clear Shot in Badminton Backhand overhead clear

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 10 Basketball

Previously you have learnt



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.

In this unit you will learn



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.

Key Vocabulary and Terminology



Tier 2

tactics, drive

Tier 3

man to man defence, jump shot, rebound, post, screen.

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 10 Football

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



Tier 2 technique, Communication

Tier 3 positioning, accuracy, distribution

Further Learning

Switching play

Set plays

Hatton Character Qualities

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

Student Learning Journey

Subject: Religious Education, Year 10, Relationships and Family

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: Religious studies Year 11 GCSE Religion and Life

Previously you have learnt



Knowledge of the beliefs and practices of Christianity and Islam which you are able to apply to different thematic studies such as the relationship between religion and the environment. You can explain the difference between fundamentalist, and liberalist views and apply this to everyday scenarios. You are able to use scripture to support you in your writing and can differentiate between different perspectives.

In this unit you will learn



To explore the way in which Religion impacts life. Considering the links between religion and the value of the world, abortion, euthanasia, and life after death. You will focus on the application of religious and atheist views to various ethical debates, including when life beings, the value of life and the sanctity of life.

Key Vocabulary and Terminology



Tier 2:, Value (of Life), evolution, pollution, eternity, awe, wonder, responsibility,

Tier 3 : Stewardship, Dominion, Sanctity of Life, Imago Dei, Ex Nihilo, Omnibenevolent, vegan, abortion, euthanasia, Palliative care, sustainable development, deforestation, fundamentalist Christians, liberal Christians, Genesis

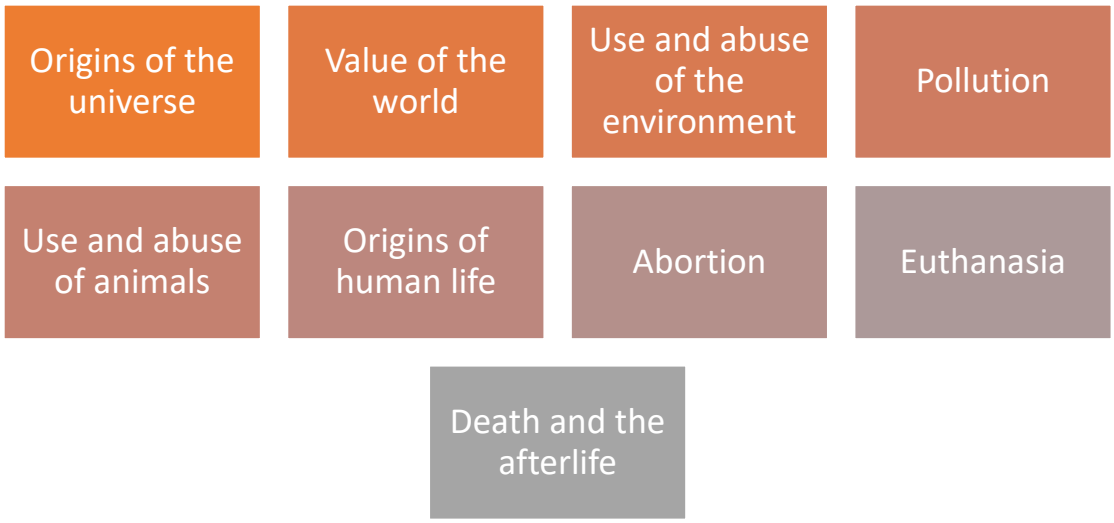
Further Learning



Religious education, secondary, Year 10 - Lesson listing | Oak National Academy

Hatton Character Qualities

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



I can describe and explain:	Red	Amber	Green
Different interpretation of the Genesis creation story			
The Big Bang theory			
Relationships between religious and scientific views			
Teachings on stewardship and dominion			
The concept of awe and wonder			
Christian beliefs about the use and abuse of the environment.			
Different types of energy and resources			
The problems caused by different types of pollution.			
Christian responses to the issue of pollution			
Christian beliefs and teachings on the use of animals for food			
Christian beliefs and teachings on animal experimentation			
Islamic beliefs and teachings on animal experimentation			
Religious teachings about the origins of human life, and different interpretations of these.			
The relationship between scientific views, such as evolution, and religious views.			
The concept of sanctity of life			
The concept of quality of life			
Christian teachings and attitudes to abortion.			
Islamic teachings and attitudes to abortion.			
Different types of euthanasia.			
Christian beliefs and teachings on euthanasia			
Islamic beliefs and teachings on euthanasia			
Christian and Muslim beliefs about death and the afterlife			

Student Learning Journey

Subject: Science Year 10 Biology CB9 Ecosystems and Material Cycles

Previously you have learnt



In Year 8, you analysed food chains and webs and learnt how to sample. In Year 9, you learnt about bacterial cells and how to obtain safe drinking water.

In this unit you will learn



To describe the structure of ecosystems and explain interdependence, explain the effect of abiotic and biotic factors on communities, investigate species using sampling, compare parasitic and mutualistic relationships, explain human impact on biodiversity and methods to preserve it, explain how different nutrients are cycled through ecosystems.

Key Vocabulary and Terminology



Tier 2: Abundance, conservation, investigate, compare.

Tier 3: Ecosystem, interdependence, abiotic, biotic, quadrat, belt transect, parasite, mutualist, biodiversity, indigenous, eutrophication.

Further Learning



BBC Bitesize – Revision 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 10 Chemistry CC16 Fuels

Previously you have learnt



In Year 7, you learnt that combustion is a process involved in the burning of fuels. In Year 9, you discussed non-renewable fuels and how to separate mixtures.

In this unit you will learn



To describe what hydrocarbons and crude oil are, describe fractional distillation of crude oil and the properties and uses of the fractions, describe the properties of the alkane homologous series, explain complete and incomplete combustion, explain how using combustible fuels can lead to pollution and explain the importance of cracking.

Key Vocabulary and Terminology



Tier 2: Describe, properties, compare, explain.

Tier 3: Hydrocarbon, finite, viscous, ignite, alkane, homologous series, molecular formula, structural formula, combustion, impurity, cracking, alkene.

Further Learning



BBC Bitesize – Fuels Revision 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 10 Physics CP10 11 Magnetism

Previously you have learnt



In Year 8, you learnt that only a few materials are magnetic. Magnets have north and south poles and like poles repel but unlike poles attract. Magnets produce a magnetic field. You learnt how to plot the shape of a magnetic field and that the Earth has a magnetic field.

In this unit you will learn



To describe the shapes of magnetic fields, explain how an electromagnet works, explain the motor effect and determine the size and direction of the force, calculate the current and voltage produced by a transformer and explain how electricity is transmitted across the country.

Key Vocabulary and Terminology



Tier 2: Calculate, describe, explain.

Tier 3: Magnetic field, induction, current, conductor, electromagnet, transformer.

Further Learning

BBC Bitesize – Magnetism Revision Notes

BBC Bitesize – Electromagnetism Revision 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 10 Physics CP12 The Particle Model

Previously you have learnt



In Year 7, you learnt the properties of solids, liquids and gases. You learnt that mass is conserved during changes of state and the motion and arrangement of particles in solids, liquids and gases and how these explain their properties.

In this unit you will learn



To calculate the density of solids and liquids, investigate densities, calculate specific heat capacity, investigate the specific heat capacity of water, calculate specific latent heat, investigate the melting of ice and explain the relationship between pressure and temperature of a fixed volume of gas.

Key Vocabulary and Terminology



Tier 2: Calculate, investigate, volume, relationship.

Tier 3: Density, specific heat capacity, specific latent heat, pressure.

Further Learning



BBC Bitesize – Revision 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 10 – The Sociology of Education

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning

Sociology GCSE AQA Education Flashcards | Quizlet

GCSE results: Grades show growing regional divide in England - BBC News

Hatton Character Qualities

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 10 La familia (Family)

Previously you have learnt



In Year 7 we learnt how to describe our family using the 3rd person. In year 9 we developed this to be able to talk in more depth about how we get on with our family and friends.

In this unit you will learn



How to talk about and understand texts about relationships and our future plans. We will learn about different types of relationships and families and listen to people talking about them in three time frames.

Key Vocabulary and Terminology



Tier 2 Immediate future, Possessive adjectives

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

Further Learning

Please look at our department Padlet

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: Statistics: Index Numbers

Previously you have learnt



Students should have some experience of calculating percentage increases and decreases. Students should have experience of substituting numbers into formulae.

In this unit you will learn



To have an understanding of the retail price index (RPI), consumer price index (CPI) and gross domestic product (GDP) and other index numbers in context; Calculate and interpret simple index numbers; Calculate and interpret rates of change over time including, but not limited to, births, deaths, house prices, unemployment and percentage change

Key Vocabulary and Terminology



Tier 2: Rate of change, percentage increase, percentage decrease

Tier 3: Consumer price index (CPI), retail price index (RPI), gross domestic product (GDP) , crude birth rate, standardised birth rate, chain based index numbers

Further Learning



Consumer price inflation, UK - Office for National Statistics

World death and birth rate 2021 - StatisticsTimes.com

CPI vs RPI Inflation: what's the difference?- Times Money Mentor (thetimes.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: Binomial Distribution

Previously you have learnt



Students should have a good understanding of probability. Knowledge of tree diagrams when the probability remains the same.

In this unit you will learn



Understand the notation B(n, p) for Binomial distribution; Identify when a binomial distribution should be used and the conditions needed; Calculate probabilities using any standard method including use of calculator; Know the calculation for the mean of a binomial distribution is np; Know the properties for the binomial distribution

Key Vocabulary and Terminology



Tier 2: Event, Outcome, percentage, mean, symmetrical, frequencies, decimal

Tier 3: Binomial distribution, Standard Deviation

Further Learning



Binomial Distribution - Definition, Criteria, and Example (corporatefinanceinstitute.com)

The Binomial Distribution (mathsisfun.com)

Hatton Character Qualities

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