



# Student Learning Journey

**Subject: Art Year 13 term 3, 4 + 5 NEA 2 Externally Set Assignment (ESA)**

## Previously you have learnt



How to create a project and a major visual investigation through your use of your NEA coursework and throughout your smaller minor projects in year 12. In this ESA unit you will demonstrate all your best skills and work through a theme you select. This unit will demonstrate your ability to work independently and through the wide range of skills you have practiced and refined over the year.

## In this unit you will learn



How to develop your theme with independence, resilience, whilst demonstrating your own visual journey. You will need to record your thoughts, ideas and intentions with care and attention as there is not the opportunity to do this through a written essay (unlike NEA 1). 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 3 days (15 hours) of exam.

## Key Vocabulary and Terminology



Tier 2: primary observation, media, refine, artist analysis, response, present, mixed media, extensive

Tier 3: contextualisation, contemporary, printing, photography, progressive, post modernist art,

Add more to your list specific to your project as we work through the term.

## Further Learning



[Art and artists | Royal Academy of Arts](#)

[How to be successful and enjoy your A Level Art Exam \(studentartguide.com\)](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Computer Science Year 13 –Ant Simulation**

## Previously you have learnt



Throughout year 12 and 13, you have been learning how to program in C#.

## In this unit you will learn



The code given to simulate the behaviour of ants in a colony. You will need to understand and be able to explain how the code works as well as be able to extend the code to add and improve functionalities and features.

## Key Vocabulary and Terminology



Tier 2: modify, create, extend, identify, explain

Tier 3: simulation, stage, advance, nest, pheromone, queen ant, worker ant, food, grid, cell, list, UML, relationship, parameter, return, variable, attribute, constructor, inheritance, encapsulation, polymorphism, class, static

## Further Learning



Refer to the ZigZag resources on Teams for questions on theory and programming as well as information about the code.

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# Student Learning Journey

**Subject: Drama Year 13 Term 5 : Component 3 REVISION**

## Previously you have learnt



The craft of 'Theatre Makers': the actor in terms of vocal and physical skills, the overall concept from the director's point-of-view and as a set, sound, costume or lighting designer for the play *That Face* - for Section B of the written examination.

## In this unit you will learn



You will focus on Exam Technique including structuring exam responses using PEARL, timing the questions and practice responses for Section A Live Theatre, Section B *That Face* and Section C *Lysistrata*.

You will prepare to answer questions on Acting, Design and Directing.

## Key Vocabulary and Terminology



Tier 2: Brechtian, Classical Unities, Old Comedy

Tier 3: Pinakes, skene, ekklyklema, deus ex machine, progastreda, orchestra, chorus, skene, parados, parabasis, agon, komos, paraskenion, hamartia, catharsis, bathos. Gestus, verfrumdungseffekt, historicization, anachronism, shadenfreude, spass.

Please also see glossaries for **DESIGN** vocabulary

## Further Learning



[Greek theatre resources](#)

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# Student Learning Journey

**Subject: Fashion & Textiles Year 13**

## Previously you have learnt



Throughout Year 12, you have developed technical knowledge, the design and making principals and your practical ability. Your mini NEA has prepared you to undertake a large research project, focused on user centered design to develop a product for a specific client. Your theory knowledge has helped to understand the decisions behind fabric choices, design decisions and understand the complexities of the fashion industry.

## In this unit you will learn



In this term you will continue to work hard on your NEA coursework, now developing your final outcome, refining your presentation and evaluating your work. We will begin to revise theory work covered in Year 12 in preparation for your upcoming exams.

## Key Vocabulary and Terminology



Tier 2: Procedure, production, commercial, smart material, properties

Tier 3: Suitability, Microencapsulation, Staple fibres, Filament fibres, Tensile strengths

## Further Learning



Content and breakdown: [AQA Specification](#)

AQA supporting revision guide: [Revision guide](#)

Supporting textbook: [AQA Fashion and Textiles textbook](#)

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# Student Learning Journey

Subject: Year 13 Film Studies – Component 1 – Section B – Revision

## Previously you have learnt



Over the course, you have studied the Hollywood, British and global film industries and the impact of political, social and cultural contexts on the films being made. The study of spectatorship and ideology have been analysed in relation to the films and their contexts. You have also studied the core study areas in relation to the films studies and how these create meaning for a spectator.

## In this unit you will learn



This unit will have you revisit and revise the core study areas for component 1 section B, including the concept of spectatorship and the ideologies presented in these two films. You will explore the influences and reception of the films and evaluate how elements of film form have been used to create these responses.

## Key Vocabulary and Terminology



Tier 2: enigma, film noir, capitalism, representation

Tier 3: paradox, explication, exposition, conglomerate, focalization, recognition, alignment,

## Further Learning



- [Spectatorship in Inception and CF](#)
- [Blog ideology CF](#)
- [Video ideology CF](#)
- [Spectatorship and ideology Inception](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Y13 Revision of all units**

## Previously you have learnt



We have now covered all our topics and started preparing students for exams.

## In this unit you will learn



This term will focus on revisiting all the previous topics and improving exam technique to improve our grades.

## Key Vocabulary and Terminology



Tier 2: Different tenses and subjunctive: imperfect / preterite / near future / distant future

Tier 3: ¿Cual es tu opinion sobre los dictadores?

¿Que mas puedes decirme de la dictadura de Franco?

## Further Learning

Please look at our department Padlet KS5



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# Student Learning Journey

**Subject: A-Level History, Year 13, Tsarist and Communist Russia: The emergence of the Communist dictatorship, 1917 – 1941**

## Previously you have learnt:



About the state of Russia in 1855 when Alexander II first came to power, the emancipation of the serfs, and how the attempts at reform were trying to preserve the autocracy in Russia. You will also have learnt about Alexander III's reactions to his father's death and the growing of opposition in Russia as well as the rise of socialism and Marxism. Additionally, you will have studied Nicholas II's time as Tsar, the damage the First World War did to his reputation, the eventual collapse of the autocracy in October 1917 and the rise of the Bolsheviks.

## In this unit you will learn:



How Lenin consolidated his power after the October Revolution and the Russian Civil War, how Lenin established his ideology across Russia, and how it became the USSR. You will also study the attempts to instil socialism in Russia through social and economic reforms. Additionally, you will look at the rise of Stalin, his attempts at economic and social policies, as well as how he dealt with opposition through control and terror with the use of purges, and the position the USSR was in by June 1941.

## Key Vocabulary and Terminology



**Tier 2:** Assess Explain

**Tier 3:**

Bolshevik, Russian Civil War, State Capitalism, War Communism, New Economic Policy, Collectivisation, Five-Year Plans, Cult of personality, Cultural revolution, Faction, Yezhovshchina

## Further Learning



[Lenin Archives](#)

[AQA 1H Course Content](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: A-Level History, Year 13, Making of Modern Britain – Section 4 The Impact of Thatcherism 1979-1987**

## Previously you have learnt



How Labour lost the support of the electorate largely because of the mistakes made before the Winter of Discontent by PM James (Jim) Callaghan. You covered the referendum on Britain's entry into the EEC and the continuing issues in Northern Ireland following internment and dirty protests in prison. You compared the second premiership of Harold Wilson with Jim Callaghan and assessed Labour's economic promises that were not followed through as promised with the unions.

## In this unit you will learn



About the three premierships of the first female prime minister Margaret Thatcher. You will understand the term Thatcherism and the New Right Ideology that moves away from previous Conservative leader Edward Heath's One Nation Conservatism. You will assess her drastic political, social, economic and foreign policies but how Labour was no competition. You will understand more about the north-south divide and will judge her influence on the end of the Cold War before finally assessing her political assassination from within.

## Key Vocabulary and Terminology



### Tier 2:

Privatisation    deregulation    north-south divide    handbag diplomacy

### Tier 3:

Thatcherism    New Right    Militant tendency    monetarism    Junta

## Further Learning



[Thatcher's premiership Cambridge debates](#)

[Books by Thatcher](#)

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# Student Learning Journey

**Subject: Physics – Year 12 – Physics – 13 direct current circuits**

## Previously you have learnt



Electric charge, static electricity and current electricity; to draw circuit diagrams to design a circuit and then build a circuit; to measure current and potential difference.

## In this unit you will learn



Circuit rules for current and potential difference. Calculating resistance of resistors in parallel and complex circuits. You will learn about e.m.f. and internal resistance. You will analyse the potential divider circuit and its use as a sensor circuit.

## Key Vocabulary and Terminology



Tier 2: Calculate, explain

Tier 3: Internal resistance, e.m.f., potential divider.

## Further Learning



[electricity \(alevelphysicsonline.com\)](http://alevelphysicsonline.com)

[Seneca – Physics AQA A-Level all of 5.1.9-5.1.11](#)

[Electric circuits Revision - PMT \(physicsandmathstutor.com\)](http://physicsandmathstutor.com)

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# Student Learning Journey

## Politics Year 13 Paper 3, US Politics and Government – Comparative approaches

### Previously you have learnt:



About the nature of the US Constitution, the process of amending the US Constitution, the characteristics of US federalism, and the impact that the Constitution and federalism has on the US government. You have also learnt about the structure and nature of the US Congress and the three major functions of the US Congress, and how effective the Congress' powers are. You have also learnt about the presidential power, the informal powers of the president and the relationships between the presidency and Congress and the Supreme Court

### In this unit you will learn:



About the theoretical approaches, Rational, Cultural, and Structural, and the different ways they explain similarities and differences between the government and politics of the UK and USA. You will focus on key specific areas of UK and US politics and government, such as: The Constitutions, the Supreme Courts and the effectiveness of the protection of rights in each country, the powers of the Prime Minister and President and the extent of accountability to the US and UK legislature, and the impact of democratic participation in both countries.

### Key Vocabulary and Terminology



Tier 2:

Evaluate, analyse, examine, to what extent

Tier 3:

Rational Theory, Cultural Theory, Structural Theory

### Further Learning



[The Supreme Court](#)

[Comparative Essays](#)

[US and UK Comparisons](#)

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# Student Learning Journey

**Subject: Politics Year 13 Paper 2: Political Ideologies – Nationalism**

## Previously you have learnt



About the core principles of liberalism such as, liberty, and the differences between how modern, classical and neoliberals look at areas such as the state, society, human nature and the economy. Additionally, you will have learnt about the core ideas and principles of conservatism and how they relate to human nature, the state, society and the economy, and the differing views and tensions within conservatism, such as: traditional conservative, one-nation conservative, and the New Right.

## In this unit you will learn



About the core ideas and principles of nationalism and how they relate to human nature, the state, society and the economy, including areas such as: nations, self-determination, nation-state, culturalism, racialism, internationalism. You will also study the different types of nationalism, such as liberal nationalism, conservative nationalism, anti/post-colonialism, and expansionist nationalism. Additionally, you will study key thinkers such as Jean-Jacques Rousseau, Johann Gottfried von Herder, Giuseppe Mazzini, Charles Maurras, and Marcus Garvey.

## Key Vocabulary and Terminology



**Tier 2:** Evaluate, Analyse, Examine, To what extent, compare

**Tier 3:** Civic nationalism, Liberal internationalism, Socialist internationalism, Ethnicity, Rational, Progressive, Regressive, Inclusive nationalism, Exclusive nationalism, Chauvinistic nationalism, Imperialism/colonialism, Volksgeist, Integral nationalism, Black nationalism

## Further Learning



[Tutor2U Socialism](#)

[Nationalism](#)

[Nationalist Thinkers & Ideas](#)

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# Student Learning Journey

**Subject: Product Design Year 13 Non Examined Assessment**

## Previously you have learnt



In year 12 you completed a number of different design projects in various material areas and have completed relevant research, developed design briefs and specifications, completed design generation strategies, prototyping techniques, manufacturing processes and techniques and completed evaluations and testing.

## In this unit you will learn



Throughout the NEA module you will learn how to identify, investigate and outline design possibilities to address the needs and wants of your selected client. You will also design and make prototypes that are fit for purpose and analyse and evaluate design ideas and developments at all stages within the process. You will learn how to plan the manufacture of a substantial piece of practical work and carry out the manufacture safely and to a high quality.

## Key Vocabulary and Terminology



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

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

## Further Learning



Textbook: [AQA Product Design](#)

Technology Student: [The A level NEA process](#)

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# Student Learning Journey

Subject: Religious Education. Year 13. Development of Christian Thought

## Previously you have learnt



You have studied human nature, with a focus on Augustine and beliefs about death and the afterlife, including judgement and election. In Knowledge of God, both natural and revealed theology has been studied, including the relationship between faith and reason. You have also explored historical and theological understandings of the person of Jesus Christ, considering Jesus as the Son of God, teacher of wisdom and a liberator. In the topic Christian Moral Principles, you have considered the Bible, Church and reason as sources of wisdom and authority. In Christian Moral Action, you have undertaken a detailed study of the ideas and impact of Dietrich Bonhoeffer.

## In this unit you will learn



The concepts of Exclusivism, Inclusivism and Pluralism - a vital concept in this age of migration and multi-cultural societies. Exploring this concept enables the consideration of the ways that Christian traditions view other religious and non-religious worldviews. You will then explore feminist approaches to theology, reflecting on issues of gender identity, equality and discrimination and the social influence of religious institutions. You will explore the challenges posed by secularism, and a range of responses to this and finally the ideas of Liberation Theology and whether or not Christian theology should engage with atheist secular ideologies.

## Key Vocabulary and Terminology



Marxism. Exclusivism, Inclusivism and Pluralism. Fides ex auditu. Secularism. Secularisation. Exploitation. Orthopraxy. Orthodoxy. Inter-faith dialogue. Scriptural reasoning.

## Further Learning



[The Panpsycast Philosophy Podcast](#)

[Homepage - Closer To Truth](#)

[Peped Educational & Teaching Resources](#)

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# Student Learning Journey

**Subject: Year 13 Sociology, Crime and Deviance**

## Previously you have learnt:



What the core sociological theories, the changing nature of society, social stratification and current social issues. You will have gained a broad understanding of CAGE factors in their influence across sociology. You will also have learnt about the difference conceptions of culture, the role and functions of the education system, including its relationship to the economy and to class structure, and the sociological research methods within the context of education, including quantitative and qualitative methods of research; research design.

## In this unit you will learn:



About crime, deviance, social order and social control. The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime, as well as globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes. You will also learn about crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

## Key Vocabulary and Terminology



Tier 2: Evaluate, Analyse, Explain, Define, Outline.

Tier 3:

Crime, Deviance, Culture, Recorded crime, Reported crime, Dark figure, Victim survey, Social construct, Nature, Nurture, Biological, Psychological, Deviant career, Status frustration, Interactionism

## Further Learning



<https://www.tutor2u.net/sociology/topics/crime-and-deviance>

<https://thesociologyguy.com/crime-and-deviance/>

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# Student Learning Journey

**Subject: Year 13 Sociology, Media**

## Previously you have learnt:



What the core sociological theories, the changing nature of society, social stratification and current social issues. You will have gained a broad understanding of CAGE factors in their influence across sociology. You will also have learnt about the difference conceptions of culture, the role and functions of the education system, including its relationship to the economy and to class structure, and the sociological research methods within the context of education, including quantitative and qualitative methods of research; research design.

## In this unit you will learn:



About the new media and their significance for an understanding of the role of the media in contemporary society, the relationship between ownership and control of the media, the media, globalisation and popular culture, and the processes of selection and presentation of the content of the news. You will also learn about the different media representations of age, social class, ethnicity, gender, sexuality and disability, and the relationship between the media, their content and presentation, and audiences.

## Key Vocabulary and Terminology



Tier 2: Evaluate, Analyse, Explain, Define, Outline.

Tier 3:

Mass media, New media, Globalisation, Interactivity, Digital underclass, collective intelligence, Ownership, Establishment, Polysemic, Cultural imperialism, News values, moral panics, disablism, demonization, ageism, tokenism, desensitisation, selective exposure

## Further Learning



<https://www.tutor2u.net/sociology/topics/the-media>

<https://thesociologyguy.com/media/>

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# Student Learning Journey

**Subject: T4 Year 12 German Revision for Y12 Mocks**

## Previously you have learnt



This year we have covered the topics: Migration, Immigration, Racism, EU, Youth politics, DDR plus Festivals, Family, Technology, Art and Architecture, Berlin and Music/Fashion. We feel confident about writing an essay about "Goodbye Lenin" on all themes of the film and "Russendisko". Our speaking skills have improved so we feel confident that we can speak about all topics covered. We can hold a 10 minute conversation on our chosen IRP project.

## In this unit you will learn



This term we will prepare for the exams and reflect on our results, filling gaps where necessary. We will use past papers to improve our stamina and speed in addressing exam style questions.

## Key Vocabulary and Terminology



Tier 2: Adjectival endings, infinitive construction with and without zu, imperfect subjunctive, conditional clauses

Tier 3: You will be able to answer questions such as:  
Erzähl mir etwas über dein IRP Projekt  
Was hast du gelernt über Immigration nach der Wende?

## Further Learning



Here on our Padlet you can find articles and videos linking to our topic:

[A level German 2020 \(padlet.com\)](https://www.padlet.com)

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