



Student Learning Journey

Subject: Art Year 9 'Identity' term 5

Previously you have learnt



Throughout your time in Year 9 you have explored a wide range of materials, techniques, artists and processes. Throughout year 9 you have worked on two project themes with the main project theme 'Everyday Objects'. This is an extensive GCSE Art project has shown you the depth and range of visual investigation needed to create a comprehensive GCSE project. You have demonstrated resilience, creativity and independence throughout this project and you need to use everything you have learnt in this project to bring forward into this short 6-week new project title 'Identity'.

In this unit you will learn



How to create a personal and independent project reflecting your own identity and your own world. You will explore a range of artists who work within the theme of Identity and you will continue to develop how to interpret these artists to a GCSE standard. In this project you will be expected to work at a faster pace but still with the same high quality so you are ready to start GCSE coursework in term 6.

Key Vocabulary and Terminology



Tier 2: Identity, culture, heritage, media, refine, artist analysis, tone, line, texture, pattern, shape, form, portraiture, collage.

Tier 3: concertina, composition, aesthetics, analogous, harmonious.

Further Learning



Tate modern: [Everyday objects](#)

BBC Bitesize (GCSE): [Art and Design](#)

Hatton Character Qualities

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

Excellence

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Student Learning Journey

Subject: Art Year 9 Masks and World Cultures

Previously you have learnt



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

In this unit you will learn



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

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

Key Vocabulary and Terminology



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

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

Further Learning



Tate modern: [Masks and Cultures](#)

BBC Bitesize (GCSE): [Art and Design](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Computer Science Year 9 Programming Project

Previously you have learnt



all the key programming fundamentals including print, input, if, for loop, while loop, array, string manipulation, functions and file handling. You would have made a number of different programs all designed to solve problems.

In this unit you will learn



how to create a large program from start to finish including analysing the problem, planning a solution, programming the solution, testing the solution, making improvements and evaluating the success of the solution based on the clients requirements.

Key Vocabulary and Terminology



Tier 2: describe, define, extract, input, output

Tier 3: Variables, constants, assignment, sequence, selection, operators, iteration, arithmetic operators, Boolean operators, MOD, DIV, exponentiation, data types, integer, real, Boolean, character, string, casting, string manipulation, concatenation.

Further Learning



[GCSE \(J277\) OCR: 2.2 Programming fundamentals](#)

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Student Learning Journey

Subject: Drama Year 9 Term 5 : Practitioner Project – Paper Birds

Previously you have learnt



How to explore a range of drama skills that have become your tool kit for devising theatre. You will have an opportunity to do exam style questions about the text as well as rehearse sections for a practical style examination.

In this unit you will learn



How theatre can be used as a social force to highlight issues and make audiences think.

You will examine the working practice of theatre company The Paper Birds, using improvisation and physical theatre storytelling techniques. You will delve into the idea of using Verbatim Theatre to tell true stories and explore real-life socio-political problems in 21st Century Britain.

Key Vocabulary and Terminology



Tier 2: Verbatim, improvisation, devising, physical theatre.

Tier 3: Characterisation, socio-political, breaking the fourth wall, repetition, direct address, verfrumdungseffekt, narrative structure, narration, movement, motif, multi-role, episodic, corporate character.

Further Learning



[Who are The Paper Birds?](#)

[The Paper Birds: 5 Key Ingredients - Verbatim](#)

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Student Learning Journey

Subject: Hospitality and Catering Year 9 The Hospitality and Catering Industry

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

Tier 3: Macronutrients, Micronutrients and Life stages

Further Learning



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

Videos: [The function of nutrition](#)

BBC Bitesize: [Hospitality and Catering](#)

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Student Learning Journey

Subject: Design and Technology (RM) Year 9 Door Hook project

Previously you have learnt



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

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 door hook suitable for batch manufacture. Within the practical metal working skills you will learn how to cut, bend and join metals.

Key Vocabulary and Terminology



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

Tier 3: Hack saw, metal file, emery cloth, anvil, pillar drill

Further Learning



BBC Bitesize: [Metal-based materials](#)

Technology Student: [Working with Metals](#)

Supporting textbook: [CGP Design and Technology GCSE textbook](#)

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Student Learning Journey

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

Previously you have learnt



During previous lessons the origins and sources of Timbers the tools and machinery required to work with Timbers tools equipment and techniques associated with Timbers in industry material management.

In this unit you will learn



During this unit you will learn how materials are managed in terms of waste, how materials are selected to match their characteristics and properties to their intended use. You will also learn how to improve the functionality of materials, specifically how strengthening and enhancing materials can resist forces and stresses.

Key Vocabulary and Terminology



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

Tier 3: Reinforcing, composites, interfacing, material selection, functionality

Further Learning



BBC Bitesize: [Metal-based materials](#)

Technology Student: [Working with Metals](#)

Supporting textbook: [CGP Design and Technology GCSE textbook](#)

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Student Learning Journey

Subject: English, Year 9, Relationships

Previously you have learnt



So far, you have explored many different voices and examined different experiences through the use of memoirs, poetry and novels. You have used literature to consider your own experiences throughout your life.

In this unit you will learn



In this unit, you will explore family and community relationships in the *The Hate You Give* and then a wide range of poetry which transcends time, race, class, experience and age, but which all comes through the different explorations of relationships. You will study different poetic form, language, structure and voice and become familiar with the more technical aspects of poetry. As well as this, you will become confident in structuring, writing and editing many different forms of poetry.

Key Vocabulary and Terminology



Tier 2: Structure, rhythm, images, empowerment, grief, celebration, and passion.

Tier 3: Sonnet, Villanelle, Petrarchan, Iambic Pentameter, Caesura, Enjambment and Dramatic Monologue

Further Learning



[What makes a poem ... a poem? - Melissa Kovacs - YouTube](#)

[The pleasure of poetic pattern - David Silverstein - YouTube](#)

[Carol Ann Duffy - Poetry - BBC Maestro - YouTube](#)

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Student Learning Journey

Subject: Film Studies – Year 9 – Aesthetics – Edward Scissorhands

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



[Tim Burton: In the Director's chair](#)

[Aesthetics in Edward Scissorhands](#)

[Edward Scissorhands: An allegory about our society](#)

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Student Learning Journey

Geography - Year 9 – Natural Disasters

Previously you have learnt



In the previous unit on Superpowers, you explored the concept of superpowers and their influence on global affairs. You examined case studies of different superpowers and investigated the role of geography in shaping a country's power. Additionally, you analysed the impact of superpowers on global issues.

In this unit you will learn



This unit will build on your knowledge of natural hazards from Year 8, exploring the concept of vulnerability and the human factors that contribute to disasters. You will learn about natural hazards and their causes, the vulnerability of different regions to these hazards, and the concept of "disasters by choice." The unit will also examine human actions and decisions that increase vulnerability to natural hazards.

Key Vocabulary and Terminology



Tier 1: Disasters, Natural, Hazards, Vulnerability, Risk, Response, Preparedness

Tier 2: Natural hazard, Natural disaster, Vulnerability, Disasters by choice, Disaster risk reduction, Early warning systems, Building codes, Land-use planning, Human factors, Environmental impact, Disaster response, Human vulnerability, Disaster management, Long-term impacts, Ethical issues, Fairness, Accountability, Climate impact, Frequency, Intensity

Further Learning



- Explore natural hazards and their causes from the National Oceanic and Atmospheric Administration: www.noaa.gov
- Learn about disaster risk reduction from the United Nations Office for Disaster Risk Reduction: www.undrr.org
- Understand vulnerability and early warning systems from the International Federation of Red Cross and Red Crescent Societies: www.ifrc.org

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Natural Disasters

Topic Statement			
I understand what natural hazards are and can list different types, such as earthquakes and floods.			
I know the difference between a natural hazard and a disaster.			
I can analyse why some communities are more vulnerable to disasters than others.			
I understand how human choices can make natural events into disasters.			
I can assess the effectiveness of strategies to reduce disaster risks, like early warning systems.			
I know how international aid helps in disaster response.			
I can discuss the long-term impacts of natural disasters on societies and environments.			
I can research and evaluate the response to a recent natural disaster.			
I understand the ethical issues in disaster response, focusing on fairness and accountability.			
I can explain how climate change is affecting the frequency and intensity of natural hazards.			



Student Learning Journey

Geography – Year 9 - Urbanisation

Previously you have learnt



In the previous unit you explored the concept of natural hazards and examined the ideas of vulnerability and risk. You have evaluated the role human factors play in every disaster as well as the physical causes and consequences of hazards. Your learning in that previous unit compared different regions and their ability to manage such events as well as the concept of "disasters by choice." This unit will also examine human actions and decisions that increase vulnerability at the scale of a city. We will also delve into how and why some areas within our cities are less vulnerable than others as well as building our place knowledge of countries and cities around the planet.

In this unit you will learn



In this topic, you will focus on Urbanisation, exploring the growth of cities and the reasons why people move to urban areas. You'll examine the opportunities that urban areas provide, such as jobs and access to services, as well as the challenges that come with increased urban populations, including overcrowding, pollution, and the demand for sustainable city planning. This topic will help you understand the impacts of rapid urbanisation and the ways cities can adapt to become more liveable and sustainable.

Key Vocabulary and Terminology



Tier 1:

Urbanisation, City, Population, Migration, Jobs, Services, Growth, Infrastructure, Housing, Transport

Tier 2:

Population density, Urban sprawl, Sustainable cities, Slums, Urban planning, Quality of life, Infrastructure development, Public transport, Economic opportunities, Environmental impact, Megacity, Social inequality, Urban renewal, Resource management, Urban resilience

Further Learning



Explore globalisation and its impacts from the World Bank: [Urban population data](#)
Urbanisation and megacities: [Urbanisation and Megacities video](#)
Urban planning: [Urban planning ideas](#)

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Student Learning Journey

Subject: Year 9 German – Die Schule - School

Previously you have learnt



In Year 7 we learnt to give opinions about school life. In Y9 we have learnt to understand and talk in three time frames in topics.

In this unit you will learn



How to extend our vocabulary relating to school life and to talk about school in all three time frames. We will revisit subjects and places in the school building and give opinions on these. These all tie into the GCSE specification where we will learn to self-assess our learning.

Key Vocabulary and Terminology



Tier 2: past tense, perfect, imperfect, future conditional, verbs, word order, connectives

Tier 3: You will learn vocabulary to answer questions such as:

Was ist dein Lieblingsfach?

Beschreib deine Schule.

Further Learning



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

www.padlet.com/hattonmfl/ks3german

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Student Learning Journey

History Year 9 Migration

Previously you have learnt



How people have come to the UK throughout history. In Year 7, you had learned about the reasons why groups such as the Saxons and Normans came to the UK. You have also studied in Year 8 about the British Empire, how Britain spread its influence throughout the world, and the positive and negative consequences of this.

In this unit you will learn



About migration to Britain throughout history. You will analyse and evaluate the factors which have led to migration into Britain, examining case studies of Viking, the Windrush generation, Irish, Jewish and South Asian migration to comprehend the impacts these groups have had on Britain. You will compare and contrast this with modern migration, analysing tensions created by migration, as well as the positive aspects, before making a judgement on which factor has had the greatest influence on migration to Britain.

Key Vocabulary and Terminology



Tier 2:

Migration Economic Persecution Colonisation Famine

Tier 3:

Commonwealth Diaspora Anti-Semitism Partition Integration

Further Learning



[Immigration](#)

[The impact of migration in the UK](#)

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Student Learning Journey

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

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



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

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

[School](#) | [Money Skills](#) | [Barclays LifeSkills](#)

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Student Learning Journey

Lifeskills: Year 9 Healthy Lifestyles

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



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

<https://www.anorexiabulimiare.org.uk/>

<https://youngminds.org.uk/>

www.sja.org.uk

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Student Learning Journey

Subject: Life Skills Year 9 - Relationships and boundary setting

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



<https://brook.org.uk/>

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

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Student Learning Journey

Subject: Life Skills Year 9 - Relationships and Pressure

Previously you have learnt



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

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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



[Get Safe Online | The UK's leading Online Safety Advice Resource](#)

[Peer pressure | Childline](#)

[Tips For Coping With Peer Pressure | Mental Health | YoungMinds](#)

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Student Learning Journey

Subject: Music Year 9 Core Rotation

Previously you have learnt



In Year 8 you will have learnt to compose and perform music for films in different genres, and to perform popular songs and in a 12-bar blues style.

You have also learnt about music for video games, about bass riffs and patterns, and developed your performance skills on the keyboard.

In this unit you will learn



In this rotation you will develop skills in using music technology and software to sequence drum patterns, bass lines and pads. You will also learn to edit, effect and mix digital audio, and to perform as part of an ensemble with your class mates.

Key Vocabulary and Terminology



Tier 2: loop, sample, pattern, sequence, compress, frequency range, audition, pad

Tier 3: equalizer, limiter, reverb, spectrum analyser, bass line, riff,

Further Learning



Focus On Sound

[Music Technology](#)

[A Beginners Guide to Studio One 5](#)

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Student Learning Journey

Subject: PE Year 9 Football

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



Tier 2 technique, pace,
Tier 3 positioning, creativity, accuracy, movement

Further Learning

[Defending scenario](#)
[Attacking scenario](#)

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Student Learning Journey

Subject: Physical Education Year 8 & 9 Rowing

Previously you have learnt



How to be safe whilst using and setting up machine. An awareness of all the machine parts. Demonstrate the correct rowing technique. Knowledge of the muscle groups used in rowing and controlling strokes per minute.

In this unit you will learn



You will learn to improve fitness for rowing whilst performing a safe and effective rowing technique to maximise power output. You will learn if you better suited to aerobic or anaerobic work. You will continue to demonstrate and maintain a steady pace and power output whilst Circuit training using a rower.

Key Vocabulary and Terminology



Tier 1: Start (catch), Drive, Finish, Recovery
Tier 2: Aerobic and anaerobic, power output, strokes, flywheel

Further Learning



[Indoor rowing technique](#)

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Student Learning Journey

Subject: Religious Studies Year 9 Religion and Science

Previously you have learnt



What Justice is, and how fairness can be achieved in this life and a potential afterlife. You have applied religious beliefs and scripture to ideas of fairness and justice. You have considered the impact that religion has on our everyday life, whether you are theist, atheist or agnostic. By exploring links between religion and law, religion and music, religion and fashion and religion and sport, you should be able to draw conclusions about how much religion has an impact on your life.

In this unit you will learn



To consider the relationship between Religion and science, considering religious and Humanist views of medical ethics, artificial intelligence and genetic engineering. This unit examines the concept of the sanctity of life in various contexts.

Key Vocabulary and Terminology



Tier 2: science, evolution, technology, biology, conception, surveillance, cloning, harm, suffering, compassion

Tier 3: fundamental, liberal, soul, free will, sanctity of life, four noble truths

Further Learning



[Christianity and Science](#)

[What Buddhism and science can teach each other](#)

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Student Learning Journey

Subject: Religious Education

Yr9

Christian Beliefs AQA

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



[BBC Two - Pathways of Belief, The Bible: The New Testament, The Last Supper](#)

[jesus on the cross bbc - Google Search](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Excellence

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Student Learning Journey

Subject: Science Year 9 Biology CB5 Health and Disease

Previously you have learnt



In Year 8, you learnt what it means to be healthy and compared infectious and lifestyle diseases.

In this unit you will learn



To explain what is meant by health and disease, describe the risk factors that may lead to different non-communicable diseases (including cardiovascular disease), describe diseases caused by pathogens, describe how pathogens spread, describe physical and chemical barriers that the human body has, explain how the body responds to invading pathogens and describe how antibiotics work and how to make new medicines.

Key Vocabulary and Terminology



Tier 2: Health, risk factor.

Tier 3: Communicable, non-communicable, body mass index (BMI), waist to hip ratio, pathogen, physical barrier, chemical barrier, immune system, lymphocyte.

Further Learning



[BBC Bitesize – Health and Disease Notes](#)

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Student Learning Journey

Subject: Science Year 9 Chemistry CC3 CC4 Atomic Structure and the Periodic Table

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



Tier 2: Explain, describe, compare, connect.

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

Further Learning



[BBC Bitesize - Atomic Structure Notes](#)

[BBC Bitesize - The Periodic Table Notes](#)

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Student Learning Journey

Subject: Science Year 9 Chemistry CC13 Groups in the Periodic Table

Previously you have learnt



In Year 9, you have learnt to describe the structure of an atom and to explain why atoms have equal numbers of protons and electrons. You have learnt to connect the electronic configuration of atoms with their position in the periodic table.

In this unit you will learn



To connect electron structure with the formation of ions. You will learn to explain the reactivity and chemical properties of Group 1, Group 7 and Group 0 elements.

Key Vocabulary and Terminology



Tier 2: Explain, connect, describe, formation.

Tier 3: Group, period, ionic, ion, cation, anion, reactivity, diatomic, displacement, inert.

Further Learning



[BBC Bitesize – Revision Notes](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Science Year 9 Physics CP5 Light and the Electromagnetic Spectrum

Previously you have learnt



In Year 7, you learnt how to describe transverse light waves and features of waves in the electromagnetic spectrum. Earlier this year, you described waves as something that transfer energy without transferring matter.

In this unit you will learn



To describe the properties of electromagnetic waves and explain how the long and short wavelength parts of the electromagnetic spectrum are used.

Key Vocabulary and Terminology



Tier 2: Describe, explain, properties.

Tier 3: Transverse, vacuum, radio, microwaves, infrared, visible, ultraviolet, X-ray, gamma, absorb, transmit, refract.

Further Learning



[BBC Bitesize – Light and the Electromagnetic Spectrum Notes](#)

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Student Learning Journey

Subject: Sociology Year 9 – How is Society divided?

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



[Are people treated equally?](#)

[How can citizens bring about change?](#)

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Student Learning Journey

Subject: Sociology Year 9 – How do Sociologists research?

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



[Starting Sociology – The Sociology Guy](#)

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Further Learning



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Student Learning Journey

Subject: Year 9 Spanish- El instituto - *School*

Previously you have learnt



In Year 7 we learnt to give opinions about school life. In Y9 we have learnt to understand and talk in three time frames in topics.

In this unit you will learn



How to extend our vocabulary relating to school life and to talk about school in all three time frames. We will revisit subjects and places in the school building and give opinions on these. These all tie into the GCSE specification where we will learn to self-assess our learning.

Key Vocabulary and Terminology



Tier 2: weather expressions: use hacer + weather / preterite tense

Tier 3 : You will learn vocabulary to answer questions such as ¿Dónde fuiste en tus últimas vacaciones? ¿Cómo viajaste?

Further Learning



Please look at our department Padlet

[Spanish KS3 \(padlet.com\)](https://www.padlet.com/)

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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](#)

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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)