



# Student Learning Journey

**Subject: Art Year 12 Personal Investigation terms 5+6**

## Previously you have learnt



You are demonstrating all the skills you have practised in year 12 and applying these to your own project brief/selected heading. You will be using all the skills you have previously learnt to apply to this unit, your mixed media approach throughout yr12; continuing to grow as an artist throughout your coursework unit. You will need to apply this knowledge to your practical and written elements in this coursework unit.

## In this unit you will learn



You will continue with your selected theme continuing to learn how you refine and develop your own ideas, you will continue to learn how you can link your own work to the work of others and continue to learn how to develop the written element of the coursework NEA requirement alongside your practical work. You will learn how to plan for your mock exam time and this will be an opportunity for you to show all your skills and in which you will need to ensure that you are well prepared and learn to use your time with care.

## Key Vocabulary and Terminology



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

Tier 3: contextualisation, contemporary, lino printing, stitching, installation art, progressive, post modernist art,

## Further Learning



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

The Student Room: [Writing and Art Essay](#)

Student Art Guide: [Successful A Level Art Exam](#)

## 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: Science Year 13 Energy and Ecosystems**

## Previously you have learnt



In Combined Science, you have described levels of organisation within ecosystems and the importance of interdependence in a community. You have explained positive and negative human interactions within ecosystems such as eutrophication. You have explained how nutrients are recycled through ecosystems including the carbon cycle and nitrogen cycle. In Triple Biology, you have explained the efficiency of energy transfers in ecosystems. In Year 12, we described Biodiversity and factors that may affect it.

## In this unit you will learn



To revisit key ideas about ecosystems and interdependence. You will link this to your knowledge from the topics on Photosynthesis and Respiration, as well as energy transfers to explain productivity within ecosystems. Then, you will explain how nutrients (nitrogen and phosphorous) are recycled within ecosystems. We will also look at the benefits and drawbacks of fertilisers.

## Key Vocabulary and Terminology



Tier 2: Efficiency, Fertiliser.

Tier 3: Biomass, Gross and Net Primary Productivity, Saprobionts, Mycorrhizae, Ammonification, Nitrification, Nitrogen Fixation, Denitrification, Eutrophication.

## Further Learning



[Physics and Maths Tutor – Summary Notes, Flash Cards, Mind Maps and Questions](#)

[Seneca Learning – Biology AQA A-Level – Activities 5.3 and 5.4](#)

[Nitrogen Cycle Summary Page](#)

Additional Reading – Edward O Wilson: The Diversity of Life

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# Student Learning Journey

**Subject: Science Year 13 Photosynthesis**

## Previously you have learnt



In Combined Science, you have described the importance of photosynthesis and learnt that it is an endothermic reaction requiring light, carbon dioxide and water. You have explained and investigated the effect of limiting factors on the rate of photosynthesis. In Triple Biology, you have also explained the structure of a leaf and its adaptations for photosynthesis. In Combined Science Chemistry, you studied oxidation and reduction reactions. In Year 12, we learnt how substances move across membranes. We also learnt about the structure and functions of ATP.

## In this unit you will learn



That photosynthesis can be split into two important reactions. We will describe the light dependent and light independent reactions of photosynthesis and apply knowledge of these processes to different practical investigations.

## Key Vocabulary and Terminology



Tier 2: Catalyse, Cycle, Limiting Factor.

Tier 3: Photoionisation, Photolysis, Oxidation, Reduction, Chemiosmotic Theory, NADP, RuBP, Rubisco, GP, TP.

## Further Learning



[Physics and Maths Tutor – Summary Notes, Flash Cards, Mind Maps and Questions](#)

[Seneca Learning – Biology AQA A-Level – Activities 5.1](#)

[YouTube – Light Dependent Reaction](#)   [YouTube – Light Independent Reaction](#)

Additional Reading – Daniel Chamovitz: What a Plant Knows

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# Student Learning Journey

**Subject: Science Year 13 Respiration**

## Previously you have learnt



In Combined Science, you have described the importance of respiration and learnt that it is an exothermic reaction glucose and oxygen. You have compared aerobic and anaerobic respiration. In Combined Science Chemistry, you studied oxidation and reduction reactions. In Year 12, we learnt how substances move across membranes. We also learnt about the structure and functions of ATP.

## In this unit you will learn



That respiration can be split into a series of reactions. We will describe glycolysis, the link reaction, the Krebs cycle and oxidative phosphorylation. We will look at differences between aerobic and anaerobic respiration and apply knowledge of these processes to different practical investigations.

## Key Vocabulary and Terminology



Tier 2: Synthesis, cycle.

Tier 3: Glycolysis, phosphorylation, oxidation, reduction, NAD, FAD, coenzyme, chemiosmotic theory.

## Further Learning



[Physics and Maths Tutor – Summary Notes, Flash Cards, Mind Maps and Questions](#)

[Seneca Learning – Biology AQA A-Level – Activities 5.2](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Computer Science Year 12 – Data Structures**

## Previously you have learnt



how computers represent data in a computer, where all the fundamental data types, such as integers or strings are stored as binary from GCSE

## In this unit you will learn



how complex real world objects in a computer, but realise through abstraction that we may represent and portray as a complex object, but in reality it is still made up of a collection of fundamental data types and processing to translate the data. You will learn practical application of this in Lists, Queues and Stack then look into hash tables and consider why they are so important to large scale data storage. Then you will look at how connected data can be stored in graphs and trees and the algorithms that can traverse them and then finally we will look at the maths of vectors.

## Key Vocabulary and Terminology



Tier 2: Discuss, values, challenges, analyse, assess, evaluate, freedom, responsibility

Tier 3: Elementary, composite, abstract data types, encapsulation, static/dynamic data structure, heap, overflow, underflow, queue, circular queue, priority queue, First In First Out (FIFO), enqueue, dequeue, Append, push, pop, stack, Last In First Out (LIFO), call stack, stack frame, return address, hashing, hash table, collision, mid-square method, folding method, dictionary, graph, edge, arc, vertex, node, directed graph, digraph, undirected graph, weighted

## Further Learning



[AQA A'Level Data structures](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Fashion & Textiles Year 12 - Theory**

## Previously you have learnt



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

## In this unit you will learn



You will build on core subject knowledge from KS3 Design & Technology and deepen your awareness of topics such as sustainability, core fibres, and the design process. You will be discovering new topics such as materials and their applications, Performance characteristics of materials, Methods of joining and use of components, The use of finishes, Enhancement of materials, Modern industrial and commercial practice, Digital design and manufacture, The requirements for the textile and fashion design and development, Commercial health and protecting intellectual property.

## 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](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Year 12 Film Studies – Joker – Component 1 – Section B**

## Previously you have learnt



In year 9, you have studied Batman The Dark Knight and considered the representation of character. You have learnt relevant narrative theories and the industry surrounding the Hollywood film industry. In GCSE, you have learnt how to apply context to a film and how this can affect an audience response to a text. Over the course, you have studied the Hollywood film industry and the impact of this on the films being made. The study of auteur theory and application of this to Vertigo (Hitchcock) and Alien (Scott) has been completed, alongside feminist theory and psychoanalytical theories and how these influence spectator response. You have also studied British films and the ideologies and representations within these.

## In this unit you will learn



This unit will have you analyse the key scenes in Joker and explore the themes and motifs within this. You will further study the context of the film, including the industry surrounding mainstream American film. You will develop your understanding of the film by applying the specialist study areas of spectatorship and ideology, alongside the wider concepts of capitalism and nihilism.

## Key Vocabulary and Terminology



Tier 2: capitalism, alignment, allegiance, franchise, spectatorship

Tier 3: nihilism, austerity, psychopathic, identification, recognition, uses and gratifications, high key lighting, low key lighting, preferred reading, oppositional reading, negotiated reading, aberrant reading

## Further Learning



[Behind the scenes Joker](#)

[Cinematography](#)

[Auteur directors](#)

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# Student Learning Journey

Subject: Year 13 Film Studies – Component 1, Section C – This is England and Shaun of the Dead

## Previously you have learnt



Back in Key Stage 4 you studied Attack the Block as a contemporary British film. In that unit you learned about how a film can present different social issues to us and how film-makers can construct a film to teach us about the social, cultural, historical and political context in the UK. This unit builds on this yet further. You will have also learned about the social realism genre and genre hybridity when studying Attack the Block. The two films we study for this unit have been carefully chosen as one is a social realist film (This is England) and the other makes extensive use of hybridity (Shaun of the Dead)

## In this unit you will learn



You will learn about how films can make political statements and how they can present an ideological viewpoint, even within genres such as comedy (SOTD). You will also learn a range of narrative theories that you will be able to apply to each film in order to better understand how ideology can be communicated through characters and events. Furthermore, you will learn about key events in British history (such as Thatcherism and the rise of consumerism) and those events are represented through film form. You will also learn about the ideology and values of the directors and how they embed messages into their films.

## Key Vocabulary and Terminology



Tier 2: auteur, postmodernism, aesthetics, ideology

Tier 3: Thatcherism, consumerism, cause & effect, character arc

## Further Learning



[This is England - Quick Film Studies Revision Guide Eduqas A-Level Film Studies \(youtube.com\)](#)

[This is England: Textual Analysis \(youtube.com\)](#)

["This Is England" - Making Of \(youtube.com\)](#)

["This Is England" - Shane Meadows Interview \(youtube.com\)](#)

[A Level Film Studies Opening Scene Shaun of the Dead Analysis \(youtube.com\)](#)

[Exam 1 Sec C British Film Ideology Question \(youtube.com\)](#)

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# Student Learning Journey

**Subject: Year 12 T5: Productive skills**

## Previously you have learnt



We have now covered all the topics in AS German: Family, Technology, Fashion and Music, Festivals, Art and Architecture and Berlin. You will have a good understanding of reading and listening skills in these topics, and collated A04 knowledge on the different themes. You have also studied the film “Goodbye Lenin” and the history of the DDR. You have written essays using the P.E.A.L technique.

## In this unit you will learn



This term will focus on productive skills and fluency. You will use your knowledge to improve your speaking and writing skills. Every week you will write essays on Goodbye Lenin on different themes. You will also talk about each topic using the speaking cards. Grammar will be improved with translations and summaries. Homework will focus on summarising the textbook so far as revision for your Mocks.

## Key Vocabulary and Terminology



Tier 2: Present conjugation, Past perfect, Preterite, Future, Passive, Adjectival endings, Separable verbs, Clauses, Konjunktive 2

Tier 3: You will be able to answer questions such as:

Wie ist die Familienstruktur in Deutschland?

Was sind die Vor- und Nachteile Technologie in Deutschland?

Was wissen Sie über Festivals in Österreich, Deutschland und der Schweiz?

## 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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# Student Learning Journey

**Subject: A-Level History, Year 12, Making of Modern Britain - Section 1: Building a New Britain, 1951-79**

## Previously you have learnt



How UK governments have been able to have an impact on the country through the Liberal Reforms of the early 20<sup>th</sup> century, and the introduction of the Welfare State in post-war Britain. You have also learnt about the international relations during the Cold War from 1947-1991, and the importance of ideologies in global affairs. You may also have learnt about the impact of the Second World War on Britain, particularly focusing on the damage of major British cities via the Blitz.

## In this unit you will learn



The context on Atlee's Labour government before the Conservatives' 13 years of dominance. You will learn about the Conservative Prime Ministers and influencers between 1951- 1979 and the political, social, economic and foreign policies that proved some success and some failings. You will be able to confidently explain events of decolonisation, social change for the youth and class, political scandal and the post-war consensus. You will be familiar with terms like Stop-Go economics and explain its impact as well as the influence of the Windrush Generation.

## Key Vocabulary and Terminology



### Tier 2:

Domestic teenager affluence consumerism decolonisation electorate

### Tier 3:

Post war consensus balance of payments anti-establishment special relationship

## Further Learning



[AQA 2S course content](#)

[AQA 2S reading list](#)

## Hatton Character Qualities

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# Student Learning Journey

Subject: A-Level History, Year 12, Tsarist and Communist Russia 1855-1964

## Previously you have learnt



How monarchs have displayed absolute power, either in the medieval period with Tudor monarchs, or the power of the Kaiser in Germany. You have also studied the factors that have led to the downfall of monarchs during the English Civil War, and the difficulties with introducing a new system of government during the Interregnum. You have also studied the second order concepts of significance, change and continuity, and cause and consequence.

## In this unit you will learn



About what Russia was like as a country in 1855, what type of difficulties it faced, and why. You will also study in depth the reigns of three tsar's: Alexander II, Alexander III and Nicholas II. You will also focus on the key themes across the course such as: political, social, economic, and religion, as well as looking at opposition groups and liberal ideas.

## Key Vocabulary and Terminology



### Tier 2:

Bureaucracy, Conscription, Government, Soviet, General Strike,

### Tier 3:

Autocratic, Over- procurator, Kulak, Communism, Continuity, change

## Further Learning



[AQA 1H course content](#)

[AQA 1H reading list](#)

## Hatton Character Qualities

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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)

## Hatton Character Qualities

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# Student Learning Journey

## Year 12 Politics Paper 1 UK Politics – Voting behaviour and the media

### Previously you have learnt:



About the reasons why people may or may not participate in the democratic process and if there is a participation crisis, as well as ways that have tried to improve democratic participation. You have also looked at the different electoral systems that are in use in the UK, and evaluated the positives and negative of those electoral systems, as well as the impact that they have on election outcomes and the political context. You have considered if FPTP should be replaced at general elections and which other electoral system would be of best use.

### In this unit you will learn:



About the factors that explain the outcomes of general elections, such as: class-based voting, gender, age, ethnicity and region. You will also study how party policies, manifestos, campaigning techniques and the wider political context can also influence the outcome of elections. There will also be an analysis of the role and impact of the media on politics, and an examination of the importance of opinion polls and media bias. There will also be in depth case studies on the 1997 general election and at least one other UK general election.

### Key Vocabulary and Terminology



Tier 2:

Evaluate, Analyse, Examine, To what extent

Tier 3: Class dealignment, Partisan dealignment, Governing competency, Valence, Disillusion and apathy, Manifesto, Mandate, New Media

### Further Learning



[The Electoral Commission](#)

[General Elections and Voting records](#)

[General Elections](#)

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# Student Learning Journey

## Politics Year 12 Paper 1 Political Ideologies – Conservatism

### Previously you have learnt



That there are different schools of thought in political thinking. You will have learnt how liberal ideas underpin the formation and content of the US Constitution and the ideas of the Founding Fathers. You will also have learnt how liberal ideas have developed within their historical context. Additionally, you will 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.

### In this unit you will learn



About the core ideas and principles of conservatism and how they relate to human nature, the state, society and the economy. You will also study the differing views and tensions within conservatism, such as: traditional conservative, one-nation conservative, and the New Right. Additionally, you will study the key ideas from key conservative thinkers such as: Thomas Hobbes, Edmund Burke, Michael Oakeshott, Ayn Rand, and Robert Nozick.

### Key Vocabulary and Terminology



Tier 2:

Evaluate, Analyse, Examine, To what extent, Compare

Tier 3: Hierarchy, Authority, Change to Conserve, Atomism, Noblesse Oblige, Anti-Permissiveness, Radical, Human Imperfection, Laissez-Faire, Empiricism.

### Further Learning



[Conservatism](#)

[Political Ideologies - Conservatism](#)

[Conservatism Ideology](#)

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# Student Learning Journey

Subject: Religious Education. Year 12. Development of Christian Thought

## Previously you have learnt



You are able to reflect on and develop your own values, opinions and attitudes in the light of your studies. You have studied the Problem of Evil and the views of Augustine and Irenaeus. You have also considered the existence of God and in the Teleological argument reflected on the significance of natural theology. You are familiar with key terms surrounding the nature and attributes of God such as omniscience, omnipotence and omnibenevolence and have completed a unit on immortality. You have also considered the impact of war on an individual and understand the significance of sacred texts such as the Bible.

## In this unit you will learn



You will study 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 will be studied, including the relationship between faith and reason. You will also explore 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 will consider the Bible, Church and reason as sources of wisdom and authority. In Christian Moral Action, you will undertake a detailed study of the ideas and impact of Dietrich Bonhoeffer. This study of Christian moral principles in action will place moral principles in a real-world context.

## Key Vocabulary and Terminology



Natural theology. Revealed theology. Political Liberator. Lutheran. Innate. Grace. Agape. Sola scripture. Election. Discipleship. Civil disobedience. Summon Bonum. Beatific vision.

## Further Learning



[The Panpsycast Philosophy Podcast](#)

[Homepage - Closer To Truth](#)

[Peped Educational & Teaching Resources](#)

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# Student Learning Journey

**Subject: Year 12 Sociology, Culture and Identity**

## Previously you have learnt:



What the sociology as a subject is and the focus of sociology on the influences from society which shape the behaviour of people, their experience and their interpretations of the world around them. You have also learnt about the core sociological theories, the changing nature of society, social stratification and current social issues. You will also have gained a broad understanding of CAGE factors in their influence across sociology.

## In this unit you will learn:



About the difference conceptions of culture, including subculture, mass culture, folk culture and popular culture. You will also learn about the socialisation process and the role of the agencies of socialisation. You will learn about the self, identity and difference as both socially caused and socially constructed. You will also learn about the relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society, as well as the relationship of identity to production, consumption and globalisation.

## Key Vocabulary and Terminology



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

**Tier 3:** Norms, Values, Customs, Subculture, Mass culture, folk culture, Global culture, Local culture, Dominant Culture, Cultural homogenisation, Globalisation, Self-identity, Collective identity.

## Further Learning



[Tutor2u – Culture and Identity](#)

[The Sociology Guy – Culture and Identity](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Year 12 Sociology, Education**

## Previously you have learnt:



What the sociology as a subject is and the focus of sociology on the influences from society which shape the behaviour of people, their experience and their interpretations of the world around them. You have also learnt about the core sociological theories, the changing nature of society, social stratification and current social issues. You will also have gained a broad understanding of CAGE factors in their influence across sociology.

## In this unit you will learn:



About the role and functions of the education system, including its relationship to the economy and social class structure. You will explore different perspectives on education, such as functionalist, Marxist, and feminist views. You will examine factors affecting educational achievement, including social class, gender, and ethnicity. You will also learn about the impact of educational policies, the role of teachers and pupil identities, and how these relate to social inequality and power in contemporary society.

## Key Vocabulary and Terminology



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

**Tier 3:** Meritocracy, Cultural Capital, Habitus, Hidden Curriculum, Marketisation, Social Reproduction, Labelling, Inequality.

## Further Learning



[Tutor2u - Education](#)

[The Sociology Guy – Education](#)

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# Student Learning Journey

**Subject: Year 12 Unidad 5: La Identidad Regional**

## Previously you have learnt



In Year 9 you learnt how to explain what food you like to eat and why, using a variety of adjectives. In GCSE, you learnt how to discuss some key Spanish festivals such as La Tomatina and Easter celebrations. In unit 1 and 2 of the Year 12 course you have learnt about Spanish culture and customs, and how to use the subjunctive to form a hypothetical future.

## In this unit you will learn



How to discuss Spanish customs and traditions; explain similarities and differences in gastronomy in Spain; consider the different languages spoken in Spain and the societal issues surrounding them.

## Key Vocabulary and Terminology



Tier 2:

En primer lugar, en segundo lugar, por un/otro lado, además, participamos con ganas, en resumen, para concluir.

Tier 3: encargarse de, satisfacer, la terminología, innovar, el analfabetismo, el placer, expresarse, la receta casera, preservar.

## Further Learning



If you access [this web page](#) then this will take you to a really interesting article that discusses the changes in nationalism and the links between the Irish nationalist movement and that in Cataluna.

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Community

# Student Learning Journey

Subject: Year 12: La Casa De Bernarda Alba

## Previously you have learnt



How to navigate a literary text  
How to read for gist  
Contextual knowledge of the changing role of the Catholic Church in Spanish society  
*La Guía de la Buena Esposa*

## What you will learn in this unit



How to structure a literature essay in Spanish using quotations to support your argument; the cultural importance of García Lorca in Spanish theatre; the plot, themes, symbols and characters in LCDBA

## Examples of tier 2-3 vocabulary that you may come across



Tier 2 : el simbolismo ,el lenguaje coloquial, la metáfora/s, la obra/s, las acotaciones

Tier 3: ¿Hay diferencia entre las clases sociales?  
¿Es la Poncia fiel a Bernarda o está cansada de ella?  
¿Qué opinas de la tradición?

## Further links and associated reading/subjects



Please look at our department Padlet : <https://padlet.com/verdef/ks5-i2sqj74gou8aswaw>



## Hatton Character Qualities

Resilience, Determination, Self-regulation, Creativity, Courage



# Student Learning Journey

**Subject: BTEC Sport Level 3 – Unit 1 Anatomy and Physiology (CV System)**

## Previously you have learnt



- The basic structures of the heart
- The main function of the cardiovascular system during exercise
- The main components of the blood

## In this unit you will learn



The structures of the heart and the functions of each of these. The structures of the different types of blood vessels and how these allow them to function within the CV system. The way in which the different components of blood allow a variety of functions of the CV system to occur

The immediate response of the CV system to exercise and how the system adapts to exercise over time.

## Key Vocabulary and Terminology



- Tier 2 Structure, function, characteristics, responses, adaptations
- Tier 3 Vasodilation, vasoconstriction, semi permeable membrane, diffusion, neural control of the cardiac cycle, purkinje fibres, atrioventricular valve.

## Further Learning

[BTEC Nationals | Sport \(2016\) | Pearson qualifications](#)

## 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: Btec Sport Level 3 – Unit 1 Anatomy and Physiology**

## Previously you have learnt



- The Components of fitness
- The location of bones, muscles and Joints

## In this unit you will learn



- The effects of exercise on the skeletal system. The effects of exercise on the muscular system. The effects of exercise on the respiratory system. The effects of exercise on the cardiovascular system. The effects of exercise on the energy systems

## Key Vocabulary and Terminology



Tier 2 Structure, function, characteristics  
 Tier 3 Antagonistic, Aerobic, Anaerobic, ATP

## Further Learning

[BTEC Nationals | Sport \(2016\) | Pearson qualifications](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: PE Btec Level 3 Sport Unit 2 Fitness Training and Programming**

## Previously you have learnt



You have covered the components of fitness from the Btec Level two course with the assessment method being similar to the level two course. You have also covered the components of a balanced diet.

## In this unit you will learn



The Lifestyle factors and Health Monitoring Tests along with lifestyle modification techniques. The course then moves on to cover questions on diet, training methods and applying the principles of training to your client

## Key Vocabulary and Terminology



Tier 2 develop, client, explain

Tier 3 interpret, justify, lifestyle factors, training methods

## Further Learning

[BTEC Nationals | Sport \(2016\) | Pearson qualifications](#)

## Hatton Character Qualities

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