



Student Learning Journey

Subject: Art Year 8 Architecture

Previously you have learnt



You will have explored two different projects in year 7 art and design. Within both projects you will have explored a wide selection of artists including, Yayoi Kusama, David Hockney, Yinka Illori and Andre Derain in the Colour and Pattern rotation and Antoni Gaudi along with other artist's you have selected for your natural form project. You will have explored media processes including, printmaking, collage, clay, colour theory, tonal drawing, watercolour and poster paint.

In this unit you will learn



The focus of your project in Year 8 is Architecture, and you will continue to explore a wide selection of media, creative processes, and analyse a selection of aesthetic Artists. You will learn the fundamentals of perspective, how to deconstruct images of buildings that look at angles, realism, and line. Alongside this, we will explore collage methods, sculpture, modern art concepts, mixed media approaches, and a range of drawing techniques. All skills learnt in this project will embed prior knowledge, whilst maintaining creative freedom opportunities to express yourself and your own ideas. You will explore contemporary and historical Architecture Artists to develop techniques and methods, resulting in a sustained outcome.

Key Vocabulary and Terminology



Tier 2: nature, form, observe

Tier 3: architecture, collage, composition, sculpture

Further Learning



V&A Exhibition links : [V&A Architecture](#)

Museum of architecture: [Architecture exhibitions](#)

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 8 Portraiture

Previously you have learnt



You will have explored two different projects in year 7 art and design. Within both projects you will have explored a wide selection of artists including, Yayoi Kusama, David Hockney, Yinka Illori and Andre Derain in the Colour and Pattern rotation and Antoni Gaudi along with other artist's you have selected for your natural form project. You will have explored media processes including, printmaking, collage, clay, colour theory, tonal drawing, watercolour and poster paint.

In this unit you will learn



This unit you will learn about portraiture and build on the skills from year 7 and from the knowledge gained in year 7 and possibly from your other art rotation (if you have already had this in year 8). You will learn how to scaffold the face and apply facial features accurately, how to collage a portrait, explore artists in a personal way and interpret the work of both historical and contemporary portrait artists. You will use a range of media from traditional drawing methods, to dry mono print, painting, collage and photography all based around portraiture. You will learn about a wide range of contemporary artist's as well as some ancient artist works that studied portraits.

Key Vocabulary and Terminology



Tier 2: Explore, analyse, develop, evaluate

Tier 3: Symmetry, Collage, Fragmenting

Further Learning



The National Portrait Gallery London: www.npg.org.uk

What is a portrait? Tate Gallery definitions and further research: www.tate.org.uk/art/art-terms/p/portrait

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Student Learning Journey

Subject: Year 8 Computer Science Databases

Previously you have learnt



How to use spreadsheets to record and analyse/process data

In this unit you will learn



How databases can be used to store data in a more structured way than spreadsheets. You will also learn how to retrieve data that fulfils specific criteria so you don't have to search through too much data at once.

Key Vocabulary and Terminology



Tier 2: Store, data, design.

Tier 3: Query, table, record, field, primary key, type.

Further Learning



<https://www.bbc.co.uk/bitesize/guides/zswnb9q/revision/1>

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Student Learning Journey

Subject: English, Year 8, Society and the Individual

Previously you have learnt



So far in year 8 you have explored different power dynamics between characters such as Prospero, Ariel and Miranda. You have also spent time understanding different historical contexts and how they affect the meaning of the stories we are reading such as Victorian context and Jacobean context.

In this unit you will learn



You will be exploring the theme of Society and Individual. You will begin by reading the book *Now is the Time for Running* where you explore how two brothers fight for freedom against a troubling society. You will then read the novella *Animal Farm*, an allegorical story, based around the context of the Russian Revolution. Here, you will explore power dynamics in a larger society. Alongside this you will consider key issues in our own society and practise writing articles sharing your opinion on these key issues. You will be consolidating your grammar skills as you are writing.

Key Vocabulary and Terminology



Tier 2: Surveillance, Hierarchy, Revolt, Rebellion, Coercion, Reform and Propaganda

Tier 3: Allegorical, Communism, Capitalism, Soviet, Fable and Metaphor

Further Learning



[Animal Farm | Summary & Analysis | George Orwell - YouTube](#)

[The Russian Revolution - OverSimplified \(Part 1\) - YouTube](#)

[The Russian Revolution - OverSimplified \(Part 2\) - YouTube](#)

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Previously you have learnt?

Previously you have learnt: Try and list three or more facts for each:

Coasts:

-
-
-

Coastal landforms:

-
-
-

Long Shore Drift:

-
-
-

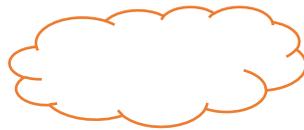
Coastal defences:

-
-
-

What humans use the coast for:

-
-
-

In this unit you will learn: In the middle of your mind-map write: Africa. Add as many ideas you can think of, around the mind-map, adding details about: Africa. Do this in a blue/black pen- we will add detail together, in red pen.



Key vocabulary and terminology: Pick a minimum of one key term from Tier 2 and one from Tier 3 and define them:

Hatton character qualities: Highlight/ circle the character qualities you think you have shown in KS3 Geography (in and out of school) since the start of the academic year.



Student Learning Journey

Geography – Year 8 - AFRICA

Previously you have learnt



In the previous unit on Coasts, you learned about coastal processes like erosion, transportation, and deposition. You explored landforms created by these processes and the human impact on coasts through tourism, development, and pollution. The unit also covered coastal management strategies, including both hard and soft engineering approaches.

In this unit you will learn



This unit will broaden your geographical horizons by focusing on the diverse physical and human landscapes of Africa. You will explore the continent's physical geography, the legacy of colonialism, diverse climates and biomes, population change and urbanization, and China's role in Africa's development.

Key Vocabulary and Terminology



Tier 1: Africa, Geography, Climates, Regions, Agriculture, Cities, Population, Development

Tier 2: Physical geography, Colonialism, Climate, Biomes, Population change, Urbanization, China, Infrastructure, Development challenges, Opportunities, Demographic changes, Natural regions, Rainforests, Deserts, Global markets, International aid, Political situations, Economic development

Further Learning



- Explore Africa's physical geography on the National Geographic website: [Africa's Physical Geography](#)
- Learn about the legacy of colonialism from the BBC: [The scramble for Africa](#)

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Student Learning Journey

Geography - Year 8 – RESTLESS EARTH

Previously you have learnt



In the previous unit on Africa, you broadened your geographical horizons by focusing on the continent's diverse physical and human landscapes. You explored Africa's physical geography, the legacy of colonialism, diverse climates and biomes, population change and urbanization, and China's role in Africa's development.

In this unit you will learn



This unit will build upon your knowledge of Earth's systems and human interactions with the environment from Year 7. You will delve deeper into the dynamic processes within the Earth's crust, exploring the causes and impacts of earthquakes and volcanoes. The unit will also cover risk management strategies in earthquake and volcano zones.

Key Vocabulary and Terminology



Tier 1: Earthquakes, Volcanoes, Hazards, Disasters, Risks, Tectonics, Protection

Tier 2: Plate tectonics, Earthquakes, Volcanoes, Risk management, Natural hazards, Tectonic plates, Tsunamis, Eruptions, Ash clouds, Lava flows, Vulnerability, Engineering, Technology, Historical events, Human impact, Natural disasters, Disaster preparedness, Mitigation, Response strategies

Further Learning



- Explore plate tectonics from the US Geological Survey: [USGS](#)
- Learn about earthquake preparedness and risk management from Ready.gov: [Weather ready](#)
- Understand volcanoes and their impacts from the Smithsonian Institution: [Volcano impacts](#)

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Previously you have learnt?

Previously you have learnt: Try and list three or more facts for each:

The Kingdom of Mali:

-
-
-

Mansa Musa:

-
-
-

The Kingdom of Benin:

-
-
-

Askia the Great:

-
-
-

The Kingdom of Asante:

-
-
-

In this unit you will learn: In the middle of your mind-map write: The British Empire. Add as many ideas you can think of, around the mind-map, adding details about: The British Empire. Do this in a blue/black pen- we will add detail together, in red pen.



Key vocabulary and terminology: Pick a minimum of one key term from Tier 2 and one from Tier 3 and define them:

Hatton character qualities: Highlight/ circle the character qualities you think you have shown in KS3 History (in and out of school) since the start of the academic year.



Student Learning Journey

Subject: History Year 8 British Empire

Previously you have learnt



About the empires of the Greeks and the Romans in year 7; how they expanded their control over surrounding areas and the social, political and religious impacts these empires left on the modern world. You also learnt about the Norman conquest of England; how William of Normandy was able to successfully invade and defeat Harold Godwinson and impose the feudal system on Britain, as well as his use of castles and the Domesday book to establish his rule over England. In year 8, you have looked at African Kingdoms and how they rose and fall, with Benin's fall occurring through its contact with Europeans through the slave trade.

In this unit you will learn



About the reasons countries desire empires and why Britain was able to establish its empire around the world. You will look at the continent of Africa, the nations of India, Australia and the USA, examining what each place was like before the British arrived and how the British were able to subjugate each region. You will analyse how the British benefitted from controlling these colonies and how in turn how they were impacted. You will understand how each region was able to gain independence from the British Empire and the legacy of Britain's empire for each of its aforementioned colonies before evaluating the legacy of the British Empire as a whole.

Key Vocabulary and Terminology



Tier 2

Expand Trade Conflict Influence Wealth Resistance Controversial

Tier 3

Colony Imperialism Exploitation Decolonisation Missionary Mercantilism

Further Learning



[What was the British Empire? - BBC Bitesize](#)

[British Empire Facts for Kids](#)

[The ENTIRE History of The British Empire | 4K Documentary](#)

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Student Learning Journey

Subject: Life Skills Year 8 Term 5 - Influences

Previously you have learnt



In your previous school years, you have explored topics such as online safety, the impact of media, and making informed choices about health and relationships. You have considered the effects of peer pressure and how to manage risk in different situations. You have also begun to understand how external influences can shape decision-making and behaviour.

In this unit you will learn



This unit explores the different influences on our choices, from social media to peer groups. You will develop an understanding of both positive and negative influences and learn strategies to manage these effectively. **Social Media and Positive Influence** – How social media builds communities, strengthens relationships, and promotes wellbeing through positive online behaviours. **Recognising Peer Influence** – How peers shape behaviour, the impact of peer approval on risky choices like drugs and alcohol, and supporting each other online. **Peer Influence and Decision-Making** – Social norms around drinking, smoking, and vaping, recognising when influence becomes a problem, and managing peer pressure. **Law and Risk-Taking** – Laws on substance supply and misuse, personal and social risks of substance use, and the consequences of risk-taking behaviour.

Key Vocabulary and Terminology



Tier 2: Influence, risk-taking, dependency, misinformation, wellbeing, decision-making, responsibility, resilience, media literacy, peer approval.

Tier 3: Peer pressure, social norms, legal, illegal, supply, misuse, law.

Further Learning



- ThinkUKnow: <https://www.thinkuknow.co.uk>
- FRANK: <https://www.talktofrank.com>
- NSPCC Online Safety: <https://www.nspcc.org.uk>
- Government Legislation on Substance Misuse: <https://www.gov.uk/alcohol-young-people-law>

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Student Learning Journey

Subject: Music Year 8 Rotation 2

Previously you have learnt



In the first rotation of Year 8 you have looked at the birth of popular music through Jazz and Blues, and have developed your understanding of the use of music within film. You have combined composition, performance and listening skills to further your understanding of music from a variety of genres, styles and periods.

In this unit you will learn



You are going to develop your **listening and appraising** skills, and **performance** skills through the study of bass lines in music, and will **compose** and **perform** music for computer/video games.

You will also develop your performance skills alongside your keyboard techniques

Key Vocabulary and Terminology



Tier 2: compose, contrast, improve, develop, variation, evaluate, texture, structure, dynamics, tempo

Tier 3: monophonic, homophonic, polyphonic, verse-chorus, rondo, conjunct, disjunct, straight rhythm, syncopated rhythm, Through-composed

Further Learning



Focus On Sound

[Video Game Music](#)

[All About The Bass](#)

[Keyboard Skills Development](#)

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Student Learning Journey

Subject: PE Year 8 Football

Previously you have learnt



Students have learnt to dribble using both feet, when they are unopposed with a defender. The students have also worked on receiving and turning with the ball, then worked on pass and moving around the defenders. The students will have learnt how to shoot with the correct technique.

In this unit you will learn



The students are dribbling and turning against defenders which will help support there attacking instincts and creativity. The students will learn to work as a team in their defensive structure to stop the opposition from scoring.

Key Vocabulary and Terminology



Tier 2 Communication, Tackle

Tier 3 Technique, Tactics, Positioning

Further Learning

[Turning Drill](#)

[Passing and Moving](#)

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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](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Physical Education Year 8 Volleyball

Previously you have learnt



Previous knowledge will be basic skills that have been learned in Year 7. By understanding the technical aspects of the underarm serve, dig, set and smash/spike shot. Therefore, being able to use these shots in a sequence during a competitive game situation.

In this unit you will learn



In Year 8, you will recap the underarm serve, dig, set and smash/spike shot, and begin to identify which shot is going to be necessary to the situation. Further development of each shot will be included, as well as incorporating the overhand serve. Finally, knowledge of basic Volleyball rules will be explored throughout these lessons.

Key Vocabulary and Terminology



Tier 2: teamwork, communication, movement, height.

Tier 3: 3 touch play, dig set smash, tactical awareness, positioning.

Further Learning



[Setting \(grade 3-6\) | Teach Volleyball Skills](#) Set Shot

[Pairs: Digging/passing \(grade 3-6\) | Teach Volleyball Skills](#) Dig Shot

[How To Serve a Volleyball Underhand](#) Underarm serve

[How To Overhand Serve A Volleyball For Beginners - Float Serve](#) Overhead serve

[Spiking/hitting \(grade 3-6\) | Teach Volleyball Skills](#) Smash/Spike Shot

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Student Learning Journey

Subject: RE Year 8, What similarities and differences are there in world faiths?

Previously you have learnt



In year 7 you have studied the founders of the 6 main world religions and thought about the similarities and differences in how they begin. You have also learned about different faith views about social justice and the environment, considering how different faiths respond to some of the big ethical questions in society today. You have also completed a religion focussed study of Buddhism and the response to life's challenges, including developed knowledge of the life of Siddhartha and the noble eightfold path.

In this unit you will learn



You will explore different places around the world and consider how the geographical and historical heritage of a country or location can have significant influence on the beliefs and practices of people from that place. Exploring the links between culture and faith understanding the way belief transcends and evolves over time. You will consider the world religions and beliefs, from the Candomblé of Brazil and the Shinto faith in Japan, to Orthodoxy in Europe and the Mormons and Armish in America. You will identify similarities and differences between these faiths.

Key Vocabulary and Terminology



Tier 2: Heritage, statistics, faith, worship, spiritual, nature, state law, religious law, beliefs, values, shrine.

Tier 3: Cultural appropriation, Monk, Orthodox, Liberal, Fundamentalism, Eucharist, Sacraments, monasticism, secularisation, Shinto, Dreamtime, syncretism,

Further Learning



[The world's most beautiful places of worship - BBC Travel](#)

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Student Learning Journey

Subject: Science Year 8 Biology 8B4 Ecosystems

Previously you have learnt



In year 2, you described how animals obtain their food from plants and other animals, using food chains. In year 3 and 4, you have constructed and interpreted a variety of food chains, identifying producers, predators and prey.

In this unit you will learn



To describe what food chains and food webs are and define the key words predator, prey, producer, consumer, herbivore, carnivore, omnivore, energy, interdependence. You will be able to explain how energy is transferred through food chains and describe predator-prey relationships, sampling, the human and environmental impacts on ecosystems and how to preserve biodiversity.

Key Vocabulary and Terminology



Tier 2: Describe, explain, suggest, analyse, state, identify.

Tier 3: Predator, prey, producer, consumer, herbivore, carnivore, omnivore, energy, interdependence.

Further Learning



[Ecosystems and habitats - KS3 Biology - BBC Bitesize](#)

[Ecological sampling - Ecosystems and habitats - KS3 Biology - BBC Bitesize - BBC Bitesize](#)

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Student Learning Journey

Subject: Science Year 8 8P4 Motion

Previously you have learnt



In primary school, you may not have learnt about motion in physics, but we often use the word. What do you know about motion so far? Let your teacher know.

In this unit you will learn



How to describe and give examples of vectors and scalars, to calculate speed and draw and interpret distance-time graphs for a variety of journeys. You will also describe and investigate acceleration and draw and interpret speed-time graphs for a variety of journeys.

Key Vocabulary and Terminology



Tier 2: Describe, explain, interpret, evaluate, conclude.

Tier 3: Scalar, vector, acceleration, speed, velocity, mass, weight, displacement.

Further Learning



[Vector quantities - Scalar and vector quantities - Edexcel - GCSE Combined Science Revision - Edexcel - BBC Bitesize](#)

[Motion and speed - Forces and movement - KS3 Physics - BBC Bitesize - BBC Bitesize](#)

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Student Learning Journey

Term 5 and 6 Year 8 Spanish Rutina Diaria y la casa

Previously you have learnt



This year we have used all tense to talk about freetime including food, hobbies and travel, using opinions and justifications.

In this unit you will learn



You will learn about parts of body and how to talk about illnesses. We will talk about daily routine and what we do to get ready in the morning. We look at parts of the house relating to our daily routine.

Key Vocabulary and Terminology



Tier 2: Reflexive verbs, conjugation, nouns, adjectives

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

¿Qué te duele? Me duele...

¿Qué vas a hacer la próxima semana? Voy a

Further Learning



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

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

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