



# Student Learning Journey

**Subject: Art Year 10 Structures term 5**

## Previously you have learnt



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

This is an extended project where you will develop structures into a final outcome. This will enable you to develop AO4 and really work on a personal outcome from all your work.

## In this unit you will learn



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

You will be using the accumulative work you have produced, alongside new research, to work towards a concluding outcome for the theme of 'Structures'; realising intentions and presenting a personal response (AO4).

## Key Vocabulary and Terminology



Tier 2: evaluate, analyse, create, accuracy, craft, mixed-media

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

## Further Learning



Tate Gallery: [Structures](#)

Saatchi Gallery: [Structural Artists](#)

## Hatton Character Qualities

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

Excellence

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# Student Learning Journey

**Subject: Computer Science Year 10 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. You have also created a Python program based on client requirements in the year 9 project.

## 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](#)

## Hatton Character Qualities

<b>Resilience</b>	Open Mindedness	<b>Creativity</b>	Responsibility	Empathy
<b>Self-Regulation</b>	Courage	<b>Commitment</b>	Team Work	Leadership
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# Student Learning Journey

**Subject: Drama Year 10 Term 5 : Component 1 DEVSING**

## Previously you have learnt



The skills of responding, developing, creating, rehearsing and performing during practical lessons throughout Year 7, 8 and 9.

Using different stimuli to work with imagination to bring practical rehearsals to performance.

## In this unit you will learn



You will collaboratively devise an original drama in groups based on a range of stimuli.

You must respond imaginatively, develop and refine your work following feedback and rehearse to perform to an audience. You will also write a supporting document 'portfolio' of 2,000 words.

## Key Vocabulary and Terminology



**Tier 2:** respond, devise, stimuli, refine, process, evaluate, create, perform, analyse, intention, develop, convention, physicality, collaborate

**Tier 3:** stimulus, portfolio, empathy, sympathy, climax, anti-climax, tension, narrative structure, form, style, genre, Freytag's pyramid, rising action, inciting moment, catalyst, complication, conflict, resolution, context, improvise, hotseat, thought-track, tableaux, mark the moment, canon, unison, choral speaking, narration, flashback, aside,

## Further Learning



[Devising - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Hospitality and Catering provisions Year 10**

## Previously you have learnt



Last term you have completed your Non-Examination Assessment (NEA/coursework). Analysed the assignment brief and recommend one dish for each customer. Assess how the dish meets the nutritional needs of the customers and explain the impact of cooking methods on the nutritional value of your chosen dishes. You have also completed a 3.5 hours practical exam and reflected on the outcome.

## In this unit you will learn



This term you are preparing for the written exam in year 11, you will gain knowledge and understanding of the hospitality and catering provisions within the industry. The type of services in commercial and non-commercial provisions. You will gain knowledge and understanding of the importance of the different types of services. You will continue to develop your cooking skills by making a variety of dishes.

## Key Vocabulary and Terminology



Tier 2: collate, Analyse, Contamination, Aeration, coagulate

Tier 3: Hospitality, commercial and non-commercial, Gueridon, Silver service and catering.

## Further Learning



Textbook: Level ½ Vocational Award Hospitality and Catering; Course Companion Author Alison Palmer

Website: [WJEC H&C](#) Videos: [Kitchen Brigade](#)

BBC Bitesize: [Hospitality and Catering](#)

## Hatton Character Qualities

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# Student Learning Journey

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

## Previously you have learnt



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

## In this unit you will learn



In this unit you will learn about investigating data, the difference primary and secondary research as well as researching the work of other designers and companies. In order to develop your designing and presentation skills you will investigate a small range of design strategies which you will utilise during your NEA in Year 11. You will also look at different people, culture and societies and how designers need to consider each of these during designing.

## Key Vocabulary and Terminology



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

Tier 3: Primary and Secondary data, Design strategies, market research, ergonomics, anthropometrics.

## Further Learning



BBC Bitesize: [Systems Approach to Designing](#)

Technology Student: [Control Systems](#)

Technology Student: [Mechanisms](#)

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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Design and Technology (RM) Year 10 Metal Project**

## Previously you have learnt



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

## In this unit you will learn



During this unit you will continue to work with metals focusing on the manufacture and assembly of an aluminium airplane model. The skills needed to complete this task include, use of templates for marking out, accurate cutting using a range of metal cutting tools, shaping and filing and bending metals. You will also secure your model together using pop riveting.

## Key Vocabulary and Terminology



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

Tier 3: Ferrous and nonferrous metals, Alloys, box folding, aluminium, riveting, Cold forming, shaping metals

## Further Learning



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

Technology Student: [Working with Metals](#)

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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Textiles Year 10 Assessment Project**

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



Victoria and Albert Museum [Fashion collection](#)

Textile Artists [Contemporary Textile artists](#)

BBC Bitesize [The creative process](#)

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# Student Learning Journey

**Subject: English Year 10 GCSE English Literature Past and Present: Poetry Anthology (Power and Conflict Cluster)**

## Previously you have learnt



You have studied a variety of poems linked to the theme of conflict in Year 7. In Year 8 you revisited conflict along with ideas about power and corruption in your studies of *Animal Farm*. You studied a corrupt leader in *Macbeth* by William Shakespeare in Year 9. You also studied a wide variety of poems in Year 9. Whilst studying these poems you explored how to approach and analyse poetic language and form, and how to understand and utilise historical context.

## In this unit you will learn



**Ways to approach poetry as a form of human expression:** understanding each poem's place within history and the literary canon. You will review the ways in which poets make meaning, including the exploration of layers of meaning. You will learn to construct sophisticated arguments to explain your evaluation of poems, poets and their ideas. You will explore and discuss the contexts that shaped the poems, looking at the Romantic Era, Colonisation and the Windrush experience, Irish identities, the Crimean War and both World Wars. You will consider how the themes of power and conflict can be traced through to more modern wars and the immigrant experience. You will learn how to make a confident and well-argued personal response in which you compare two poems.

## Key Vocabulary and Terminology



Tier 2: Form, structure, inference, analysis, interpretation, context, sensory, speaker, subject

Tier 3: Sonnet, enjambement, end-stopped, alliteration, metaphor, simile, assonance, sibilance, figurative expression, personification, imagery, meter, rhyme, iambic pentameter, volta, octet, sestet, Petrarchan, Shakespearean, onomatopoeia

## Further Learning



[Short Course of Lectures on Poetry](#)

[Linking the Poems: Power and Conflict Revision](#)

[William Blake's London BBC Teach](#) (all the videos in this series are really helpful)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: English Year 10 GCSE English Language: Spoken Language Endorsement**

## Previously you have learnt



Throughout your English studies at Sir Christopher Hatton you have developed your skills in presenting a strong viewpoint on a variety of topics. For example, in Year 9, you wrote an article on whether being a teenager could be considered a “universal experience”. You have developed your oracy skills through a variety of tasks in the English classroom and beyond. Now you will put all these skills together to give a presentation to an audience.

## In this unit you will learn



**How to structure a formal presentation to engage an audience:** You will consider how to grab your audience’s attention at the beginning of your speech, ensuring that the audience can clearly understand the importance of the topic that you will be presenting on. You will develop your ideas in detail so that the presentation is rich in information that the audience can follow. Finally, you will signpost to your listeners when your presentation is coming to an end and you will use language to leave them with powerful closing thoughts. Throughout your presentation you will keep your expression formal, using sophisticated vocabulary to interest your audience.

## Key Vocabulary and Terminology



Tier 2: Structure, discourse markers, pace, pause, delivery, argument, viewpoint, engagement

Tier 3: This will depend on the topic you choose to give your presentation on. You should take time to plan the language that you will use and choose a range of subject specific vocabulary. If the audience will not have heard the word before, be sure to define it.

## Further Learning



[2016 Word Public Speaking Champion, Darren Tay Wen Jie](#)

[Michelle Obama's Speech "Let Girls Learn"](#)

[BBC Ideas "How to Write a Perfect Speech"](#)

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# Student Learning Journey

**Subject:** Year 10 Film Studies – GCSE – Component 1 – US Independent Film - The Hate U Give (Specialist Writing)

## Previously you have learnt



In year 9, you spent time exploring the American film industry and how this has shaped the ways in which films are constructed. Over your GCSE course, you have learnt how to analyse a film, embed terminology when completing analysis and have applied film theory in your responses. You have also spent time exploring key dates and developments within the film industry, with a focus on US film and the mainstream film industry. Also, in English, you have studied the original novel as part of the unit on voices and perspectives.

## In this unit you will learn



This unit will have you exploring the expectations of an independent film, including expected conventions of indie films and completing a close analysis of the film The Hate U Give. You will study the audience and critical response to the film, alongside the context of the film and the Black Lives Matter movement. Alongside the close study of this film, you will learn how to respond to a specialist piece of writing about it and develop a critical response.

## Key Vocabulary and Terminology



Tier 2: Oppression, propaganda, patriarchal, privilege, context, affluent, exposition

Tier 3: antithesis, trope, code switching, racial inequality

## Further Learning



[Specialist writing](#)

[Cinematography in The Hate U Give](#)

[Character in The Hate U Give](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: German Y10 T5– Prüfungenvorbereitung und Schule – Exams**

## Previously you have learnt



In Key Stage 3 we covered lots of different topics – Family, pets, home, sport, hobbies, school, holidays, technology and food. We have revisited these topics at least once sometimes twice and extended our vocabulary and tenses the second time.

## In this unit you will learn



Prepare ourselves for our mock exams by revisiting all the topics we have learnt so far. We will up level this by increasing the difficulty by looking at higher Tier reading and listening content , particularly focusing on exam technique within the topic School. There will be a focus on writing using 3 tenses with the topic school.

## Key Vocabulary and Terminology



Tier 2 preterite, perfect tense, future tense, conditional

Tier 3 We will be learning vocabulary to answer questions such as:

Ist Schuluniform eine gute Idee?

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:

<https://padlet.com/hattonmfl/KS4German>

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# Student Learning Journey

**Subject: History GCSE, Year 11, Conflict and Tension: The Interwar Years 1918-1939**

## Previously you have learnt



How the long-term and short-term causes led to the start of the First World War. You also learnt about the fallout from the First World War and the key events of the Second World War. Throughout Years 7 – 9, you have regularly studied and compared the causes and consequences of many key events, including a number of conflicts, understood the influence of alliances and disputes and how war often has long- and short-term causes.

## In this unit you will learn



How the world went from the end of the First World War to the start of the Second World War. You will learn in detail the terms of the Treaty of Versailles; how Britain, France and America reacted to the terms, and their differences in how they believed Germany should be treated for 'starting' the war. You will also judge the success of the League of Nations in its peacekeeping aims, and how the rise of Hitler was dealt with through foreign relations such as appeasement from Britain and how this largely contributed to the start of WW2.

## Key Vocabulary and Terminology



**Tier 2:** Alliance, treaty, pact, trade, vote, crisis, prime minister, president

**Tier 3:** Diktat, reparations, Appeasement, November Criminals, Great Depression, Big 3

## Further Learning



[AQA Conflict and Tension Revision](#)

[AQA GCSE History](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Year 10 Managing healthy relationships**

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Recognising unhealthy relationships**

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



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

## Hatton Character Qualities

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# Student Learning Journey

## Lifeskills Year 10 – Careers - Next Steps

### Previously you have learnt



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

### In this unit you will learn



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

### Key Vocabulary and Terminology



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

Tier 3: competencies, resilience.

### Further Learning



<https://www.unifrog.org/>

<http://www.hattonachool.org.uk>

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

### Hatton Character Qualities

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# Student Learning Journey

## Lifeskills: Year 10 - Managing Risks to your Health

### Previously you have learnt



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

### In this unit you will learn



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

### Key Vocabulary and Terminology



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

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

### Further Learning



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

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

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

[Helping young people | Crimestoppers \(crimestoppers-uk.org\)](#)

### Hatton Character Qualities

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# Student Learning Journey

**Subject: RS Year 10 – Buddhist beliefs and Teachings. GCSE Short Course**

## Previously you have learnt



You have previously learned about how what religion is and how the main world religions were founded. You have studied a unit on Buddhism and life's challenges, looking at the 4 sights, the 4 noble truths, Karma and the eightfold path. You have also looked at the way that religious beliefs can influence behaviour, for example attitudes to eating meat.

## In this unit you will learn



About the life of the Buddha, the impact of the 4 sights on Siddhartha and the importance of these. You will study different branches of Buddhism, including Pure Land and Theravada Buddhism. You will understand dependent arising and look at how Buddhist beliefs influence Buddhist followers in the world today

## Key Vocabulary and Terminology



**Tier 2:** belief influence meditation ascetic wisdom ethics

**Tier 3:** Jakata Mara Dhammma Pali samsara Karma nibbana dependent arising dukkha anicca anatta samudaya magga nirodha tanha sunyata

## Further Learning



[BBC - Religion: Buddhism](#)  
[Buddhism - GCSE Religious Studies - BBC Bitesize](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 10 Biology CB9 Ecosystems and Material Cycles**

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



Tier 2: Abundance, conservation, investigate, compare.

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

## Further Learning



[BBC Bitesize – Revision Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 11 Physics CP6 Radioactivity**

## Previously you have learnt



In Year 7, you learnt the uses of electromagnetic waves. In Year 8, you learnt about radiation. In Year 9, you learnt about atomic structure in Chemistry and developed your knowledge of the dangers of the electromagnetic spectrum in Physics.

## In this unit you will learn



To describe atomic models and explain why they have changed over time, describe the structure of atoms and isotopes, describe how electrons can change energy levels in an atom, identify sources of background radiation, describe the properties of alpha, beta and gamma radiation, use nuclear equations to describe radioactive decays, describe how the decay of a radioactive substance changes over time and describe the dangers of radioactivity and how to protect ourselves.

## Key Vocabulary and Terminology



Tier 2: Background radiation, properties, decay, danger.

Tier 3: Atomic models, isotope, electron, radiation, half-life.

## Further Learning



[BBC Bitesize – Radioactivity Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Sociology Year 10 – The Sociology of Education**

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



[Sociology GCSE AQA Education Flashcards | Quizlet](#)

[GCSE results: Grades show growing regional divide in England - BBC News](#)

## Hatton Character Qualities

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

Excellence

Aspiration

Achievement

Inspiration

Community



# Student Learning Journey

**Subject: Sociology Year 10 – The Sociology of Family and Households**

## Previously you have learnt



The sociological research process considering the practical, ethical and theoretical considerations for a variety of methods. Alongside this you have considered the core themes of sociology; socialisation, culture, identity, social stratification and power. You learnt about the key principles of the structural sociological theories of Functionalism, Marxism, Feminism and then compared this to Interactionism. Finally, you have learnt about the education system and the differences in achievement based on CAGE factors.

## In this unit you will learn



To apply the theoretical views learnt last year to understand the function of the family and the changing nature of the family. Equally, by considering the core themes of sociology we will aim to explain potential causes for the changing domestic division of labour. Finally, you will apply your research methods knowledge to answer 4 mark methods in context questions.

## Key Vocabulary and Terminology



Tier 2: Family, household, divorce, marriage, industrialisation, monogamy, polygamy,  
Tier 3: Family diversity, domestic division of labour, nuclear family, socialisation, triple shift, unit of consumption, kibbutz, commune, globalisation, cereal packet family, social construction, secularisation, instrumental and expressive roles, conjugal roles.

## Further Learning



[AQA GCSE Sociology- Family. Flashcards | Quizlet](#)

[Why women file for divorce more than men - BBC Worklife](#)

## 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: Spanish Year 10 Revision and School - El instituto**

## Previously you have learnt



In Key Stage 3 we covered lots of different topics – Family, pets, home, sport, hobbies, school, holidays, technology and food. We have revisited these topics at least once sometimes twice and extended our vocabulary and tenses the second time.

## In this unit you will learn



Prepare ourselves for our mock exams by revisiting all the topics we have learnt so far. We will up level this by increasing the difficulty by looking at higher Tier reading and listening content , particularly focusing on exam technique within the topic School. There will be a focus on writing using 3 tenses with the topic school.

## Key Vocabulary and Terminology



**Tier 2:** Preterite/imperfect, near future, future, conditional, ser/estar

**Tier 3** We will be learning vocabulary to answer questions such as:

¿Cómo es el uniforme escolar?

¿Describe tu instituto?

## Further Learning



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

[Spanish KS4 \(padlet.com\)](https://www.padlet.com)

## Hatton Character Qualities

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

Excellence

Aspiration

Achievement

Inspiration

Community



# Student Learning Journey

**Subject: BTEC Sport - Component 3 (Exam):** Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity.

## Previously you have learnt



In Component 1 you looked at the types of sport and activities available for different types of participant along with looking at sport providers and barriers which may prevent sport participation. Task two looked at the types of equipment and technology for Sport and Physical Activity. Task three gave you the opportunity to lead small group practices and game-based situations. In Comp 2 you learned about the components of fitness used for different sports activities. How to take part in sport as well as the roles and responsibilities of officials within the games that you play. You learned how to improve sport techniques for you and your peers.

## In this unit you will learn



A1 The importance of fitness for successful participation in sport Learners will understand how each of the components of physical and skill-related fitness are required to perform well in selected sports and how these are used when playing in different positions in team sports.

Components of physical fitness: Aerobic endurance, muscular endurance, muscular strength, speed, flexibility and body composition.

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

## Key Vocabulary and Terminology



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

**Tier 3:** Demonstrate, Concepts and processes

## Further Learning



[Specification - Pearson BTEC Level 1/Level 2 Tech Award in Sport 2022 Issue 2](#)

[Use the revision books that we have purchased for you](#)

## Hatton Character Qualities

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