



# Student Learning Journey

**Subject: Art Year 9 Everyday Objects**

## Previously you have learnt



Throughout your time in year 7+8 you have worked in a range of media including wet paint, you have had the opportunity to explore some 3D sculptural media (paper and card sculptures). You have explored a wide range of architectural artists (Stephen Wiltshire, Gaudi), pop artists (Hockney, Warhol, Oldenburg) as well as culturally diverse portrait artists (Bruno Del Zou, Bisa Butler, Louie Jover, Escher) are to name a few.

In term 1 you explored new skills really working on the formal elements in art and now we will focus on continuing to develop these skills based on the theme of everyday objects through to term 4.

## In this unit you will learn



How to use a wider range of media based on the theme of everyday objects. This term you will work in media you have not used before like printing and etching.

You will explore a range of artists who work within the theme of everyday objects and you will learn how to analyse these artist's to a GCSE standard. You will start to have choices in the areas for interest and you will start to explore areas of art in detail to a GCSE standard.

## Key Vocabulary and Terminology



Tier 2: media, refine, artist analysis primary observation, mixed media, colour

Tier 3: etching, lino printing, tonal value

## Further Learning



Tate modern: [Everyday objects](#)

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

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Art Year 9 Masks and World Cultures**

## Previously you have learnt



Throughout your time in year 7+8 you have worked in a range of media including wet paint, you have had the opportunity to explore some 3D sculptural media (paper and card sculptures). You have explored a wide range of architectural artists (Stephen Whiltshire, Gaudi), pop artists (Hockney, Warhol, Oldenburg) as well as culturally diverse portrait artists (Bruno Del Zou, Bisa Butler, Louie Jover, Escher) are to name a few.

## In this unit you will learn



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

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

## Key Vocabulary and Terminology



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

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

## Further Learning



Tate modern: [Masks and Cultures](#)

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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Business GCSE Year 9 Legal Structures**

## Previously you have learnt



What an entrepreneur looks like and an idea of businesses they currently use and enjoy buying products from. Although this is the first time taking Business, you will have had enterprise activities in primary school, looking at business leaders and maybe even making a product in the hope of selling it on.

## In this unit you will learn



About the different forms of legal structures: You can list the main features of each type of legal structure and describe the main features of each legal structure. Students can describe in details the main features of each legal structure AND list the advantages and disadvantages of each one.

## Key Vocabulary and Terminology



Tier 2: List, research, search, identify, define, describe, analyse.

Tier 3: Legal Structure, Sole Trader, Partnership, Public Limited Company, PLC, Private Limited Company, Stock Market, LTD, Franchise, shareholders, Liability.

## Further Learning



[Choosing a Legal Structure for a New Business](#)

[Forms of business ownership](#)

[What are aims and objectives in business?](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Computer Science Year 9 Advance Programming**

## Previously you have learnt



Last term you learnt the basics of Python programming including sequence, selection (if statements) and iteration (for loop and while loop). You would have learnt how to use an IDE to write, run and debug code. You would have learnt how to use solve problem using Python.

## In this unit you will learn



You will be learning how to create data structure inside of Python to store a large number of values. You will learn how to create function to save and run a block of code else where in the program. You will learn how to store data inside of text files.

## Key Vocabulary and Terminology



Tier 2: Complete, design, explain, refine, write, rewrite.

Tier 3: Debug, program, problem solving, print, input, if, else if, else, for, while, variable, string manipulation, function, parameter, argument, file handling, array, list.

## Further Learning



[Python Tutorial \(w3schools.com\)](https://www.w3schools.com/python/)

[Python 3 \(trinket.io\)](https://trinket.io/python3/) – Start programming python program using this tool

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Dance Year 9 – Term 2**

## Previously you have learnt



Students have previously explored physical and technical skills and putting this into practice. We explored these skills through a series of theory and practical tasks. With a focus of the contemporary style, students were able to apply these skills to their work with a breadth of understanding. Students also began to learn the basics of choreography through the use of actions, space, dynamics and relationships in dance. Students also have experience of performance through assessed group dances and weekly sharing of work in lessons.

## In this unit you will learn



This term we will be exploring contrasting styles such as contemporary, jazz and hip-hop in more depth. Students will take part in a series of practical workshop-based lessons building upon their dance knowledge and critical thinking skills. We will explore a number of professional repertoires to support students' findings and creativity. Students will also build upon their theory knowledge through a series of written tasks and homework.

## Key Vocabulary and Terminology



Tier 2: Evaluate, analyse, performance, rehearsal, choreographic device, performance skills, stylistic qualities.

Tier 3: Choreograph, physical skills, technical skills, expressive skills, mental skills, actions, space, dynamics, relationships, motif and development, repertoire, canon, unison, repetition, retrograde, mirroring, formations, timing.

## Further Learning



[Unit 54 Dance Appreciation.pdf \(pearson.com\)](#)

[BTEC International Level 2 Performing Arts specification \(pearson.com\)](#)

[Pearson-set Assignment sample - Component 2: Developing skills and techniques in the performing arts](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Drama Year 9 Term 1/2: Responding imaginatively – Improvisation**

## Previously you have learnt



The foundation of skills to create drama such as Magic 7 and Performance Skills. You have begun to use a variety of drama techniques to create performances and explore themes.

You have begun to refine your drama techniques of still image, cross cutting,

## In this unit you will learn



How to devise and build drama, based on a theme and a character called Warden X.

You will respond imaginatively and spontaneously to dramatic stimuli, creating characters and using improvisation and drama techniques to explore new situations.

## Key Vocabulary and Terminology



**Tier 2:** Pitch, Pace, Pause, Emphasis, Volume, Intonation, Tone

**Tier 3:** Space/Proxemics, Body Language, Posture/positioning, Gesture & mannerisms, Eye contact & focus, Movement & Gait, Facial Expression, Naturalism/Non-naturalism, stylization, stimuli, improvisation, spontaneity, imagination, devise.

## Further Learning



[How performers use their body - Physical skills for interpreting a character - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

## Hatton Character Qualities

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

**Subject: Drama Year 9 Term 1: Introduction to GCSE skills**

## Previously you have learnt



The foundation of skills to create drama such as Magic 7 and Performance Skills. You have begun to use a variety of drama techniques to create performances and explore themes.

## In this unit you will learn



How to use drama terminology in practice whilst analysing and evaluating live theatre as well as when creating your own work.

## Key Vocabulary and Terminology



**Tier 2:** Pitch, Pace, Pause, Emphasis, Volume, Intonation, Tone

**Tier 3:** Space/Proxemics, Body Language, Posture/positioning, Gesture & mannerisms, Eye contact & focus, Movement & Gait, Facial Expression, Naturalism/Non-naturalism, stylization, stimuli, improvisation.

## Further Learning



[How performers use their body - Physical skills for interpreting a character - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Year 9 Hospitality and Catering; Hospitality and Catering Provision**

## Previously you have learnt



In term 1 you have learnt about the different Hospitality and Catering provisions, Services and Food safety in H&C industry. You have also been developing your cooking skills by making a variety of products. In practical lessons you demonstrated how to prevent food related ill health.

## In this unit you will learn



This term you will be exposed to the different ratings used in Hospitality and Catering provisions and the contributing factors to the success of hospitality and catering provisions. The operation of the front and back of house and the different types of equipment and customer rights and inclusion. You will also continue to develop your cooking skills by making products that include pastry and practice food safety and hygiene in the kitchen.

## Key Vocabulary and Terminology



Tier 2 words; Know, understand, apply, analyse and evaluate.

Tier 3 Words; Ratings, factors, Provision

## Further Learning



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

Videos: [Industry Insight: Careers in Hospitality](#)

BBC Bitesize: [Hospitality and Catering](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Design and Technology (RM) Year 9 Woods processing**

## Previously you have learnt



In Key Stage 3 you will have learnt how to mark out, cut and finish materials and basic information about working with and joining timber safely. You also learnt about the raw materials of woods, metals and plastics and the environmental impact of working with different materials.

## In this unit you will learn



During this unit you will learn about the working characteristics and properties of woods and the stages involved in processing woods from trees to products. You will also learn about the stock forms of wood and how and why finishes are applied to woods and different joining methods.

## Key Vocabulary and Terminology



Tier 2: Analyse, explain, discuss, design

Tier 3: Seasoning, Conversion, Hardwoods, Softwoods, Manufactured boards, finishes, varnish, veneer

## Further Learning



BBC Bitesize: [Timber Based Materials](#)

Technology Student: [Introduction to Materials](#)

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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Design and Technology (RM) Year 9 Wood Working Skills**

## Previously you have learnt



In Key Stage 3 you will have learnt how to mark out, cut and finish materials and basic information about working with and joining timber safely. You will have worked with simple hand tools and used CAD and CAM to produce simple products.

## In this unit you will learn



During this unit you will learn how to use hand tools to produce different wood joints safely and with accuracy. You will learn how to mark out natural wood accurately and cut finger joints and dovetail joints with precision. You will learn how to produce a natural wooden jointed box to a high quality and learn how to produce a lid with a locator. You will also learn about the work of a designer and produce a lid design in the style of that designer.

## Key Vocabulary and Terminology



Tier 2: design, consider, evaluate, apply

Tier 3: tolerance, quality, Tenon saw, coping saw, file, abrasive paper, finger joint, dovetail joint

## Further Learning



BBC Bitesize: [Timber Based Materials](#)

Technology Student: [Finger Joints](#)

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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Textiles Year 9 Decorative Techniques**

## Previously you have learnt



In year 7 & 8 you explored a range of decorative techniques including block printing, stencilling and dyeing fabric. You also learnt how to sew by hand and on the sewing machine exploring the themes of culture and nature.

## In this unit you will learn



In this unit you will explore a wide range of decorative techniques which are used in fashion and textiles. You will develop your knowledge of colour, texture, pattern and line and take inspiration from a wide range of fashion designers and textile artists. You will develop your confidence and skill on the sewing machine and in the application of hand embellishment techniques. At the end of term 2 you will have the opportunity to apply your new skills to create a personal response to a set brief.

## Key Vocabulary and Terminology



Tier 2:

Explore, develop, refine, investigate, experiment, competent, confident

Tier 3:

Colour, line, texture, pattern, surface pattern, decorative technique, balance, emphasis, rhythm

## Further Learning



Victoria and Albert Museum Textiles collection [V&A · Textiles \(vam.ac.uk\)](http://vam.ac.uk)

BBC Bitesize [Experimenting with materials \(Video\)](#)

Textile Artists [TextileArtist.org - Be inspired to create](http://TextileArtist.org)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: English, Year 9, Power and Corruption**

## Previously you have learnt



You have already been immersed into Shakespeare's world when you studied *A Midsummer Night's Dream* in year 7 and *The Tempest* in year 8. You have explored the role of women through powerful characters such as Titania and Miranda. You have also evaluated powerful characters created by Shakespeare such as Oberon and Prospero. You have learnt about Elizabethan and Jacobean England and used this information to utilise your knowledge of the texts you are studying. You know all about the hierarchy and patriarchy during these times. Furthermore, you have practised writing for different genres and creating imagery.

## In this unit you will learn



This year you will study the tragedy of Macbeth. You will further your studies on Jacobean England to learn all about the witch trials and The Great Chain of Being. You will use this knowledge to help you explore key themes in the play. You will also begin to understand the genre of tragedy and evaluate the power and corruption of Macbeth.

Alongside this, you will continue to develop your writing craft by practising descriptive writing to create detailed imagery by using the SPAMSOAPS.

## Key Vocabulary and Terminology



### Tier 2:

Prophecy, heir, regicide, heath, patriarchy, hierarchy, duplicity, deceit, morality, manipulate, sin, fiend, cease, wield, valiant/ valour, incantation, duty

### Tier 3:

Soliloquy, tragedy, tragic flaw, hamartia, subvert, reinforce, eponymous, simile, pathetic fallacy, extended metaphor, semantic field

## Further Learning



[Shakespeare Birthplace Trust – Museum from Home](#)

[Macbeth – radio documentary](#)

[Macbeth – radio play, Part 1, starring David Tennant as Macbeth](#)

[Macbeth – radio play, Part 2, starring David Tennant as Macbeth](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Geography Year 9 Extreme Environments**

## Previously you have learnt



In Year 8, you studied important topics like development, globalisation, and the restless earth. These topics introduced you to how countries grow and change over time, exploring the factors that influence economic and social development. You also learned about globalisation, which helped you understand how different parts of the world are interconnected through trade, culture, and technology. In addition, the restless earth topic gave you insights into the powerful natural forces, such as earthquakes, volcanoes, and tsunamis, that shape our plane.

## In this unit you will learn



As you move into Year 9, you'll explore a new topic: extreme environments. This will take you to some of the most challenging places on Earth—such as cold environments, deserts, and rainforests. You'll learn where these environments are located, how animals and people adapt to live there, and how humans use these ecosystems for resources, tourism, and other purposes.

## Key Vocabulary and Terminology



**Tier 2:** Migration, Population, Rainforest, Disaster

**Tier 3:** Permafrost, Oasis, Biodiversity, Deforestation, Desertification, Tundra, Sustainable Development, Ecosystem Services, Endemic Species, Lifestyle, Rain Shadow

## Further Learning



You can explore further learning on the topics of extreme environments, ecosystems, and sustainable practices here:

1. **National Geographic** - [Extreme Environments](#)
2. **BBC Bitesize** - [Extreme Environments](#)
3. **World Wildlife Fund (WWF)** - [WWF](#)
4. **NASA Earth Observatory** - [Deserts and Droughts](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Geography Year 9 Population & Migration**

## Previously you have learnt



Previously you have explored the new topic: extreme environments. This took you to some of the most challenging places on Earth—such as cold environments, deserts, and rainforests. You learnt about where these environments are located, how animals and people adapt to live there, and how humans use these ecosystems for resources, tourism, and other purposes.

## In this unit you will learn



This unit will focus on global population distribution and variations, population change models and pyramids, and the UK census. You will explore issues of overpopulation and consumption, reasons for migration, and the impacts of migration on origin and destination countries. The unit will also delve into ageing and youthful populations and the attempted solutions to manage where people live and to control the growth or shrinking of our populations.

## Key Vocabulary and Terminology



**Tier 2:** Population, People, Migration, Census, Cities, Growth, Movement, Overpopulation

**Tier 3:** Population distribution, Population pyramids, Census, Overpopulation, Consumption, Migration, Urbanisation, Sustainable cities, Tourism, Demographics, Population change, Models, Urban growth, Population density, Migration types, Impacts, Origin, Destination, Urban challenges, Resources

## Further Learning



Explore global population data on the United Nations Population Division website: [UN](#)

Learn about migration trends and data from the International Organization for Migration: [Migration trends](#)

Understand urbanisation and sustainable city planning from UN-Habitat: [UN Habitat](#)

## Hatton Character Qualities

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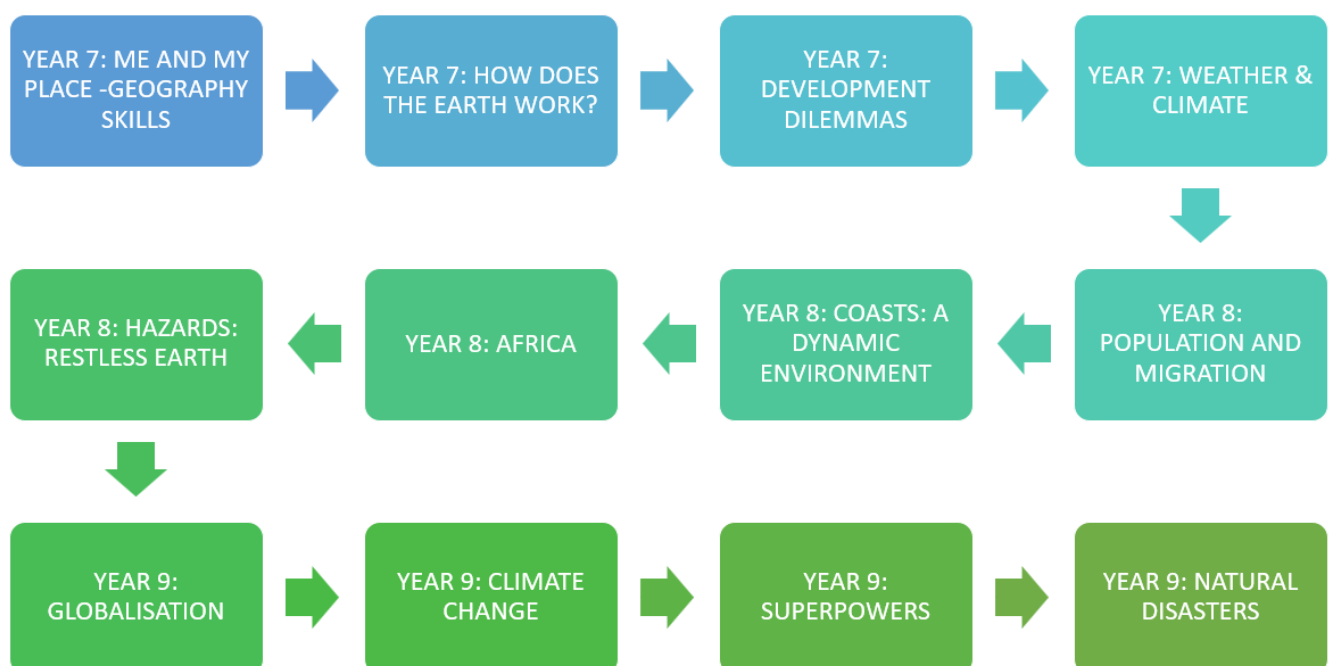
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## Population and Migration

Topic Statement	🤔	😊	😄
I know where people tend to live around the world and why some places are more crowded than others.			
I can use models and charts to see how populations change over time.			
I understand why the UK conducts a census and what information it provides about our population.			
I am aware of the problems caused by overpopulation and its effects on resources and the environment.			
I can identify reasons why people move from one place to another, like for jobs or safety.			
I understand the different types of migration, including moving within a country or to another country.			
I can discuss both the positive and negative impacts of migration on origin and destination areas.			
I understand the challenges of rapidly growing cities and the concept of sustainable urban development.			
I can look at different ways cities try to manage growth and stay sustainable.			
I can explore how tourism impacts population distribution and local economies.			

### WHAT WILL I LEARN ABOUT IN KEY STAGE 3



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# Student Learning Journey

**Subject: Year 9 German- Haus und Region- House and Region**

## Previously you have learnt



In year 7 and 8 we have covered many topics in three tenses and can give reasons and opinions on these. In Year 8 we have learnt about town and are able to give directions to places in a town.

## In this unit you will learn



How to talk about our home and our region. We will learn adjectives and prepositions of place to describe buildings and places and give opinions on these. We will look at how people live in Germany and how that differs from our country.

## Key Vocabulary and Terminology



Tier 2: description, opinion, directions, prepositions

Tier 3: You will be able to answer questions like:

*Beschreib dein Haus. Was kann man machen in deiner Gegend?*

## Further Learning



Please look at our department Padlet. Here you can find all the vocabulary on the knowledge organisers.

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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: History Year 9 Which event was the turning point of World War II?**

## Previously you have learnt



How to use source material and historical interpretations to understand why the First World War happened. You have also considered long- and short-term causes for a number of different wars, including the English Civil War and the First World War. You have also looked at the significance of historical events and how they have had a lasting impact, through specific battles during the English Civil War and First World War, to how events have significantly shaped the country, such as Henry's Break from Rome.

## In this unit you will learn



About the different battles of WW2, both across Europe, and affecting civilians in Britain. You will look at the early dominance of Nazi Germany, through the use of Blitzkrieg and events such as the evacuation of Dunkirk, the Battle of Britain, Operation Barbarossa and Pearl Harbour before deciding on which event was the most significant 'turning point' of WW2, and evaluate how each battle had a significant impact on the outcome of the Second World War, and the world that we currently live in.

## Key Vocabulary and Terminology



**Tier 2:** Change, Continuity, Significance, Civilian, Evacuation

**Tier 3:** Blitzkrieg, Air Raid, Luftwaffe, Blitz, Blackout, Evacuation, Operation Barbarossa, Soviet Union, Catalyst D Day, Atomic

## Further Learning



[The Second World War on BBC Bitesize](#)

[The Imperial War Museum](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Digital Information Year 9 R050: Section A - Planning for System Design**

## Previously you have learnt



In year 7, 8 and 9 you will have developed some basic spreadsheet skills that allow you to use Microsoft Excel. You will have used the equal operator for starting formulas and getting to grips with basic skills in spreadsheet development.

## In this unit you will learn



About planning methods for developing spreadsheet models. You will need to be able to use a range of tools such as creating storyboards and visualisations to plan computer system. You will learn planning techniques such as mind maps and flowcharts. You will learn how to adjust a system for different accessibility needs and outputs.

## Key Vocabulary and Terminology



Tier 2: Audience, design, planning, layout, structure, sketch.

Tier 3: Mind map, flowchart, visualisation, accessibility, validation.

## Further Learning



[Cambridge Nationals I.T.: Planning Tools \(LO1 #5\) - YouTube](#) (Videos 6,7,8 and 9)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Life Skills Year 9 - Relationships and boundary setting**

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



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

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

## Hatton Character Qualities

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# Student Learning Journey

## Lifeskills: Year 9 Healthy Lifestyles

### Previously you have learnt



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

### In this unit you will learn



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

### Key Vocabulary and Terminology



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

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

### Further Learning



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

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

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

[www.sja.org.uk](http://www.sja.org.uk)

### Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Life Skills Year 9 - Relationships and Pressure**

## Previously you have learnt



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

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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



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

[Peer pressure | Childline](#)

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

## Hatton Character Qualities

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

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# Student Learning Journey

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

### Previously you have learnt



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

### In this unit you will learn



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

### Key Vocabulary and Terminology



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

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

### Further Learning



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

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

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

### Hatton Character Qualities

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

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# Term 1

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# Student Learning Journey

**Subject: Mathematics Year 9 Number Sense: KLP 1, 2**

## Previously you have learnt



How to recall multiplication facts for numbers between 1 and 12 and how to multiply and divide by 10, 100 and 1000. You will also have learnt the order of operations and how to apply basic index laws.

## In this unit you will learn



How to calculate with positive and negative integers and decimals. You will learn how to calculate and solve problems involving HCF and LCM. You will learn how to round values to varying degrees of accuracy and use estimation to support calculations.

## Key Vocabulary and Terminology



Tier 2: evaluate, process, decimal, figure, numeral, product, factor, multiple

Tier 3: common multiple, times table, integer, significant figure, standard form, HCF, LCM, prime, prime number decomposition

## Further Learning



[Significant Figures](#)

[Dividing Decimals](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Representing Numbers: KLP 1**

## Previously you have learnt



How to perform calculations with integers, and estimate solutions of problems in real life contexts. You have also learnt how to represent fractions visually, and how to order key fractions, decimals and percentages.

## In this unit you will learn



How to convert between fractions, decimals and percentages, and how to order the values by size. You will consider several different strategies, depending on the values. You will learn how to simplify fractions, how to convert between mixed numbers and improper fractions and how to apply arithmetic to different fractions. You will learn how to convert recurring decimals into fractions.

## Key Vocabulary and Terminology



Tier 2: Compare, represent, fraction, terminating, recurring

Tier 3: Mixed number, top heavy fraction, denominator, numerator, reciprocal

## Further Learning



[Converting Fractions Decimals and Percentages](#)

[Fractions of Numbers - Tablet Version](#)

[Percentages in Real Life](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Introduction to Algebra: KLP 1, 2**

## Previously you have learnt



How to recognise and calculate square and cube numbers. You have also learned how to use index notation to represent square numbers, cubes numbers with index notation.

## In this unit you will learn



How to represent real life situations using algebra. You will learn how to interpret and simplify algebraic expressions, and how to substitute values back into expressions. You will then learn how to multiply algebraic expressions in a range of forms, included where brackets are involved. You will learn how to factorise expressions in different forms.

## Key Vocabulary and Terminology



Tier 2: simplify, expand, evaluate, represent, unknown

Tier 3: term, expression, equation, formula, identify, indices, powers, like terms, square root, cube root, inverse, variable, factorise, product, 'difference of two squares'

## Further Learning



[Practice Collecting Like Terms](#), [Algebraic Terms Test Questions](#), [Algebra Practice](#)

[Multiplying Expressions](#), [Expanding Quadratics](#)

[Factorising Expressions](#) [Factorising Quadratics](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Representing Numbers: KLP 2**

## Previously you have learnt



How to represent numbers using fractions and decimals, and how to recognise equal fractions. You have also developed your key numbers skills, including recognising factors of 100 and multiplying and dividing by 100.

## In this unit you will learn



How to represent numbers between fractions, decimals and percentages and compare the size of different numbers. You will apply this knowledge to find percentages of a quantity, and compare the size of quantities. You will then apply your new percentage skills in context, to find VAT and to work backwards where a percentage increase or decrease has been applied. How to calculate percentage change in real life contexts. You will learn to apply multipliers to calculate repeated proportional change and learn about compound interest and depreciation.

## Key Vocabulary and Terminology



Tier 2: Portion, simplify, quantity, increase, decrease, tax

Tier 3: Multiplier, percentage, loan, VAT

## Further Learning



[Percentage of an Amount](#)

[GCSE Repeated Percentage Change Questions](#)

[Repeated Percentage Change GCSE Questions](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Algebra in Context: KLP 1, 2**

## Previously you have learnt



How to find the area and perimeter of simple shapes and how to find missing values in simple calculations.

## In this unit you will learn



How to represent relationships between numbers using algebra. You will then learn to solve different types of linear equations. Next, you will then learn how to find the area and perimeter of different shapes and you will apply your algebra skills to form equations related to shape and space.

## Key Vocabulary and Terminology



Tier 2: length, width, area, form, solve, represent

Tier 3: equation, variable, perimeter

## Further Learning



[Simple Linear Equation Problems](#)

[Solving Linear Equations: Practice Problems](#)

[Forming and Solving Equations from shapes](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Ratio and Proportion: KLP 1**

## Previously you have learnt



How to use division to share numbers and how to represent and simplify fractions.

## In this unit you will learn



How to apply ratio notation and how to divide quantities into ratios. You will apply this knowledge to find missing quantities and write fractions in terms of ratios. You will learn how to apply ratios to solve problems.

## Key Vocabulary and Terminology



Tier 2: ratio, proportion, share, quantity

Tier 3: direct proportion, inverse proportion

## Further Learning



[Sharing in a Ratio: Bar Model](#)

[Ratio: Sharing the Total](#)

[Sharing into a Ratio](#)

## Hatton Character Qualities

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

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# Term 3

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# Student Learning Journey

**Subject: Mathematics Year 9 Introduction to Algebra: KLP 3**

## Previously you have learnt



How to evaluate numbers that have indices, and how to find square roots. You have also learnt how to write an algebraic expression and simplify algebraic terms.

## In this unit you will learn



How to apply laws of indices when working with algebra, and how to simplify algebraic terms that involve indices. You will be able to recognise powers of 2, 3, 4 and 5. You will also be able to evaluate and simplify expressions with fractional and negative indices and powers of powers. You will apply of this knowledge to solve problems involving index laws.

## Key Vocabulary and Terminology



Tier 2: expression, power, simplify, inverse

Tier 3: indices, like term, square, cube, square root, cube root, reciprocal

## Further Learning



[Laws of indices practice questions](#)

[Laws of indices algebra practice](#)

[Negative Indices Questions](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Number Sense: KLP 3, 4**

## Previously you have learnt



How to write out large numbers from words. You have also learnt to recall the first 12 square numbers, and recognise the relationship between squaring and square rooting. You have previously learnt to perform calculations involving indices.

## In this unit you will learn



How to represent large or small numbers in standard form, and how to perform calculations in standard form. You will learn how to apply this to different contexts. You will then learn how to recognise and simplify surds, and how to perform calculations in surd notation. You will apply this to fractions, in order to rationalise the denominator of a fraction.

## Key Vocabulary and Terminology



Tier 2: express, multiply, square, inverse

Tier 3: standard form, surd, rational, irrational number, rationalise

## Further Learning



[Standard Form Practice Questions](#)

[Surds - Examples](#)

[Surds Practice Questions](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Data & Statistics: KLP 1**

## Previously you have learnt



How to collect data with tally charts and how to represent data in bar charts. You have also learnt to interpret data from basic charts and table.

## In this unit you will learn



How to implement the data collection process and how to represent and interpret data. You will learn to specify a problem, plan how to collect data, consider bias and different types of sources. You will understand how different sample sizes may skew results. You will learn how to identify the correct chart to use for a data set and produce several different types of graphs and charts. You will learn how to find averages from different charts and recognise simple patterns in the data.

## Key Vocabulary and Terminology



Tier 2: Data, bar chart, line chart, average, bias, sample, population, trend, distributions, primary and secondary data, survey

Tier 3: frequency polygon, time-series graph, comparative bar chart, composite bar chart, dual bar chart

## Further Learning



[Sampling: GCSE Questions](#), [Data Sampling and Questionnaires Worksheets](#)

[Bar Charts: GCSE Questions](#), [Line Graphs: GCSE Questions](#)

[GCSE Pie Charts Questions](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Trigonometry: KLP 1**

## Previously you have learnt



How to solve linear equations, and how to square and square root values. How to identify different types of 2D shapes. How to solve problems using area and perimeter. How to plot coordinates and recognise a line in the form  $y=mx+c$ .

## In this unit you will learn



How to identify the hypotenuse of a triangle, and how to apply Pythagoras' Theorem to find side lengths of right angled triangles. Using Pythagoras' Theorem, you will learn to justify whether or not a triangle is right angled. You will then learn how to apply Pythagoras' Theorem to find the length of a line segment, and how to apply Pythagoras' Theorem to 3D shapes.

## Key Vocabulary and Terminology



Tier 2: formula, right angled triangle, 3D shape, squaring, square rooting, justify

Tier 3: hypotenuse, Pythagoras' Theorem, surds

## Further Learning



[Pythagoras' Theorem](#)

[Length of a Line Segment](#)

[3D Pythagoras](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Algebra in Context: KLP 3**

## Previously you have learnt



How to calculate the area and perimeter of a range of 2D polygons. You have learnt how to solve linear equations, and how to substitute values into a formula. You have also learnt how to square and square root values.

## In this unit you will learn



How to identify and describe the key features of a circle, including the radius. How to calculate the area and the circumference of circles, and of sectors. How to calculate the perimeters and areas of composite shapes involving circles. You will learn how to apply your knowledge to solve problems, and to find a missing radius. You will calculate all of this in terms of both pi and with significant figures.

## Key Vocabulary and Terminology



Tier 2: circle, sector, proportion, area, perimeter, degrees

Tier 3: radius, diameter, circumference, formula, arc

## Further Learning



[Parts of a Circle](#)

[Area of a Circle: Exam Questions](#)

[Arc Lengths - Circles, Sectors and Arcs](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Probability: KLP 1, 2**

## Previously you have learnt



How to interpret probability on a scale from 0 to 1, and how to interpret words like 'unlikely', 'impossible', 'certain' on the scale. Find probabilities as a fraction for simple events. How to list outcomes of events systematically.

## In this unit you will learn



Use fractions, decimals and percentages to represent probabilities. Identify independent, dependant and mutually exclusive events. How to represent and calculate probabilities from two-way tables. Represent events in Venn Diagrams, and tree diagrams, and calculate probabilities from each. Use both diagrams to calculate conditional probability.

## Key Vocabulary and Terminology



Tier 2: impossible, unlikely, even chance, likely, certain, probability, experimental

Tier 3: Venn diagram, tree diagram, two way table, sample space diagram, relative frequency, theoretical frequency, conditional probability

## Further Learning



[Probability Scales](#)

[Venn Diagram GCSE Questions](#)

[Tree Diagrams GCSE Questions](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Sequences and Graphs: KLP 1**

## Previously you have learnt



How to recognise different types of sequences. How to solve linear equations.

## In this unit you will learn



How to describe sequences both as a term to term rule, and using algebra. Identify arithmetic and geometric sequences, and find the  $n$ th term for both linear and quadratic sequences. How to apply the  $n$ th terms in order to solve problems.

## Key Vocabulary and Terminology



Tier 2: difference, describe, sequence

Tier 3:  $n$ th term, linear, geometric, quadratic, term

## Further Learning



[Linear Sequences](#)

[Quadratic Sequences](#)

[GCSE Exam Questions: Sequences](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 3D Shape and Space: KLP 1**

## Previously you have learnt



How to recognise and classify a range of 2D shapes. How to apply angle facts to find missing angles in 2D shapes and solve problems involving angles. You will be able to name basic 3D shapes and identify their key features.

## In this unit you will learn



How to recognise and sketch 3D solids, and how to name key 3D solids. How to identify the key features and names of common 3D shapes. How to sketch elevations and plans of shapes made from simple solids.

## Key Vocabulary and Terminology



Tier 2: volume, capacity, length, width, height, edges, faces

Tier 3: surface area, perimeter, vertices, nets, cylinders, cube, cubes, prism, pyramid, sphere, cones, side elevation, front elevation

## Further Learning



[Naming 3D Shapes Quiz](#)

[Interactive Nets of 3D Shapes](#)

[Exam Questions for 3D Shapes](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 2D Shape and Space: KLP 1**

## Previously you have learnt



How to recognise simple 2D shapes and describe their key features. You have also learnt how to measure angles using a protractor, and recognise different types of angles. You will know key angle facts for angles around a point and on a line.

## In this unit you will learn



How to classify quadrilaterals using their key features, and recognise different types of triangles. You will be able to use this information to find missing angles in these shapes. You will learn to calculate both interior and exterior angles in triangles and quadrilaterals. You will learn and apply key angle facts for parallel lines, to find missing angles, and to justify the size of angles.

## Key Vocabulary and Terminology



Tier 2: angle, parallel, perpendicular

Tier 3: polygon, regular, irregular, isosceles, scalene, equilateral, right angled, interior and exterior angles, congruent, quadrilaterals, corresponding, alternate angles, co-interior angles

## Further Learning



[Triangles: GCSE Quiz](#)

[Angles in Parallel Lines: Explanation](#)

[Angles in Parallel Lines: Exam Style Questions](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Algebra in Context: KLP 4**

## Previously you have learnt



How to find the area and perimeter of a range of shapes. You have learned to form equations based on area and perimeter, and use algebra to help you solve problems involving shapes.

## In this unit you will learn



How to identify the difference between a term, an expression, an equation, a formula and an identity. You will learn how to derive simple formulae, and how to change the subject of a formula. In particular, you will learn how to use the kinematics formula in real life contexts.

## Key Vocabulary and Terminology



Tier 2: derive, substitute, subject, acceleration, speed, initial, velocity

Tier 3: formula, term, expression, identity, equation

## Further Learning



[Expression, Identity, Equation or Formula - Practice](#)

[Formulae: Exam Questions](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Data and Statistics: KLP 2**

## Previously you have learnt



How to implement the data collection process and how to represent and interpret data. You will learn to specify a problem, plan how to collect data, consider bias and different types of sources. You will understand how different sample sizes may skew results. You will learn how to identify the correct chart to use for a data set and produce several different types of graphs and charts. You will learn how to find averages from different charts and recognise simple patterns in the data.

## In this unit you will learn



How to calculate different averages from lists of data and different charts. You will learn how to interpret these averages to make judgements. You will also learn how to compare distributions using different measures. You will learn to estimate averages from grouped data, and discuss the accuracy of your estimation.

## Key Vocabulary and Terminology



Tier 2: Data, chart, graph, average, compare, justify, interpret, estimate

Tier 3: distribution, skew, stem and leaf diagram, frequency polygon, median, mean, mode, range, interpolate, extrapolate, grouped data, continuous data, discrete data

## Further Learning



[Averages from Steam and Leaf Diagrams](#)

[Analysing Data](#)

[Grouped Data: Exam Questions](#)

## Hatton Character Qualities

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

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# Term 6

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# Student Learning Journey

**Subject: Mathematics Year 9 Representing Movements: KLP 1, 2**

## Previously you have learnt



How to recognise similar shapes, and how to describe movements of shapes on coordinate axis. You have learned how to apply angle facts and how to solve problems using Pythagoras' Theorem and trigonometry.

## In this unit you will learn



How to identify, describe and apply transformations on 2D shapes. You will learn how to find scale factors and identify congruent shapes. The transformations you will learn are; translations using a vector, rotations using a centre, enlargements using a centre and scale factor and a reflection using a mirror line in the form  $y=mx+c$ . You will then learn how to describe and apply bearings to real life contexts, and solve problems involving bearings.

## Key Vocabulary and Terminology



Tier 2: parallel, perpendicular, north, east south, west, transformation, rotation, reflection, enlargement,

Tier 3: movement, relationship, direction, column vector, scalar multiplication, scale factor, bearing

## Further Learning



[Interactive Reflections](#), [Interactive Rotations](#), [Interactive Translations](#)

[Lesson: Describing Transformations](#), [Transformations Quiz](#)

[Interactive Bearings & Trigonometry](#), [Bearings: Practice Exam Questions](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 2D Shape and Space: KLP 2**

## Previously you have learnt



How to recognise and describe a range of 2D shapes. You have learned to calculate both interior and exterior angles in triangles and quadrilaterals. You have learned a range of angle facts in shapes and in parallel lines. You have used these to find missing angles, and to prove the size of angles.

## In this unit you will learn



How to describe key features of a circle. You will learn to recognise and apply a range of different circle theorems to find a missing angle. You will learn to construct a logical proof when applying circle theorems.

## Key Vocabulary and Terminology



Tier 2: angle, parallel, perpendicular, semi circle, prove, justify

Tier 3: radius, diameter, circumference, segment, chord, arc, pi, subtended, cyclic quadrilateral, alternate segment,

## Further Learning



[Interactive Circle Theorems](#)

[Circle Theorems Practice](#)

[Circle Theorems: Exam Style Questions](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Data and Statistics: KLP 3**

## Previously you have learnt



How to implement the data collection process and how to represent and interpret data. You will learn to specify a problem, plan how to collect data, consider bias and different types of sources. You have learned how to interpret averages to make judgements, and how to compare distributions.

## In this unit you will learn



How to identify when it is appropriate to use a scatter graph. You will learn to draw and interpret scatter graphs, identify correlation and identify outliers. You will learn how to interpret a line of best fit, and how to make predictions and identify trends.

## Key Vocabulary and Terminology



Tier 2: relationship, correlation, positive, negative

Tier 3: interpolate, extrapolate, continuous data, bivariate data, causality

## Further Learning



[Collecting Data](#)

[Scatter Graphs](#)

[Scatter Graphs: Exam Questions](#)

## Hatton Character Qualities

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

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# Term 1

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# Student Learning Journey

**Subject: Mathematics Year 9 Number Sense: KLP 1, 2, 3, 4**

## Previously you have learnt



How to recall multiplication facts for numbers between 1 and 12 and how to multiply and divide by 10, 100 and 1000. You will also have learnt the order of operations and how to apply basic index laws.

## In this unit you will learn



How to calculate with positive and negative integers and decimals. You will learn how to calculate and solve problems involving HCF and LCM. You will learn how to round values to varying degrees of accuracy and use estimation to support calculations.

## Key Vocabulary and Terminology



Tier 2: evaluate, process, decimal, figure, numeral, product, factor, multiple

Tier 3: common multiple, times table, integer, significant figure, standard form, HCF, LCM

## Further Learning



[Significant Figures](#)

[Dividing Decimals](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Data and Statistics: KLP 1**

## Previously you have learnt



How to collect and represent data using tallies. How to draw and interpret simple charts and diagrams.

## In this unit you will learn



How to recognise and classify different types of data. You will learn how to collect data using tables, and how to display both discrete and continuous data in tables. You have learnt how to interpret data from different from different types of timetables and two way tables.

## Key Vocabulary and Terminology



Tier 2: frequency, tally, timetable, construct, interpret

Tier 3: discrete data, continuous data, frequency table, two way table

## Further Learning



[Sampling Techniques](#)

[Types of Data](#)

[Two Way Tables](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 3D Shape and Space: KLP 1**

## Previously you have learnt



How to identify 2D shapes, and know if they are regular or irregular. How to find the volume and surface area of 2D shapes. How to describe different types of polygons and how to solve real life problems involving area and perimeter.

## In this unit you will learn



How to recognise and sketch 3D solids, and how to name key 3D solids. How to identify the key features and names of common 3D shapes. How to sketch elevations and plans of shapes made from simple solids.

## Key Vocabulary and Terminology



Tier 2: dimension, sketch, calculate, convert, net, estimate

Tier 3: face, edge, vertex, cylinders, cube, cubes, prism, pyramid, sphere, cones, side elevation, front elevation

## Further Learning



[Naming 3D Shapes Quiz](#)

[Interactive Nets of 3D Shapes](#)

[Exam Questions for 3D Shapes](#)

## Hatton Character Qualities

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

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# Term 2

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# Student Learning Journey

**Subject: Mathematics Year 9 Intro to Algebra: KLP 1, 2, 3, 4**

## Previously you have learnt



how to define and find square and cube numbers. You have also learned how to use index notation to represent square numbers, cubes numbers with index notation.

## In this unit you will learn



how to represent real life situations using algebra. You will learn how to interpret and simplify algebraic expressions. You will learn how to simplify and manipulate expressions. This includes collecting like terms, multiplying terms and factorising expressions. You will learn how to simplify terms using index notation.

## Key Vocabulary and Terminology



Tier 2: simplify, expand, evaluate, represent, unknown

Tier 3: term, expression, equation, formula, identify, indices, powers, like terms, square root, cube root, inverse, variable,

## Further Learning



[Practice Collecting Like Terms](#)

[Algebraic Terms Test Questions](#)

[Algebra Practice](#)

## Hatton Character Qualities

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

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# Term 3

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# Student Learning Journey

**Subject: Mathematics Year 9 Representing Numbers: KLP 1, 2, 3, 4, 5**

## Previously you have learnt



How to perform calculations with integers, and estimate solutions of problems in real life contexts. You have also learnt how to represent fractions visually, and how to order key fractions, decimals and percentages. You will apply this to real life financial situations. You will learn about real life situations with appreciation, depreciation, growth and decay.

## In this unit you will learn



How to convert between fractions, decimals and percentages, and how to order the values by size. You will consider several different strategies, depending on the values. You will learn how to simplify fractions, how to convert between mixed numbers and improper. You will then perform arithmetic with fractions and percentages, how to increase and decrease values using percentages and how to apply your understanding of percentage change to profit and loss. You will learn the difference between how simple and compound interest are calculated.

## Key Vocabulary and Terminology



Tier 2: Compare, represent, fraction, percentage, increase, decrease, appreciation, depreciation, growth, decay, VAT, interest

Tier 3: Mixed number, top heavy fraction, denominator, numerator

## Further Learning



[Converting Fractions Decimals and Percentages](#)

[Fractions of Numbers - Tablet Version](#)

[Percentages in Real Life](#)

[Reverse Percentages - Exam Questions](#)

## Hatton Character Qualities

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

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# Term 4

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# Student Learning Journey

**Subject: Mathematics Year 9 Algebra in Context: KLP 1, 2, 3, 4**

## Previously you have learnt



How to form expressions in algebra, and how to interpret algebra into words. You will also have learnt how to collect like terms, how to multiply terms, how to multiply terms with brackets. You will have learnt how to apply algebra to powers.

## In this unit you will learn



How to apply algebra in a variety of real life situations. You will learn how to substitute values into expressions, and how to solve linear equations. You will learn how to find the area and perimeter of shapes, and then how to apply your algebra skills to solve problems involving shapes. You will then learn how to apply Pythagoras' Theorem to find missing lengths of right angled triangles.

## Key Vocabulary and Terminology



Tier 2: area, perimeter, inverse, indices, square root

Tier 3: variable, term, equation, formula, linear, coefficient, surd

## Further Learning



[Algebraic Expressions for Perimeter](#) & [Algebraic Perimeters Practice](#)

[Linear Equations Practice](#)

[Pythagoras' Theorem](#)

## Hatton Character Qualities

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

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# Term 5

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# Student Learning Journey

**Subject: Mathematics Year 9 Data and Statistics: KLP 2**

## Previously you have learnt



How to collect data using tables, and how to display both discrete and continuous data in tables. You have learnt how to interpret data from different from different types of timetables and two-way tables.

## In this unit you will learn



How to display information using charts and graphs, and how to interpret charts and graphs. These charts include pictograms, composite bar charts, comparative bar charts, bar-line charts, vertical line charts, line graphs, histograms and stem and leaf diagrams. You will learn how to find averages from different charts, and how to identify trends and relationships between bar charts and line graphs.

## Key Vocabulary and Terminology



Tier 2: construct, interpret, chart, graph, sample, population, data

Tier 3: pictograms, composite bar charts, comparative bar charts, bar-line charts, vertical line charts, line graphs, histograms, stem and leaf diagrams, discrete data, continuous data

## Further Learning



[Types of Graphs and Charts](#)

[GCSE Exam Questions: Representing Data](#)

[GCSE Exam Questions: Interpreting Data](#)

## Hatton Character Qualities

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

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# Term 6

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# Student Learning Journey

**Subject: Mathematics Year 9 Ratio & Proportion: KLP 1**

## Previously you have learnt



How to recognise common factors, how to find highest common factors and lowest common multiples. How to identify prime numbers, and how to simplify fractions to their simplest form.

## In this unit you will learn



How to divide a quantity into a given ratio. How to apply ratio to solve a range of problems which involve sharing a quantity. You will learn how to understand ratio as a fraction, how to compare ratios and how to apply ratios to problems involving area and volume.

## Key Vocabulary and Terminology



Tier 2: ratio, proportion, relationship, represent, statement

Tier 3: direct proportion, inverse proportion, equation, constant, variable

## Further Learning



[Sharing into a Ratio: Graphic](#)

[Ratio in different Contexts](#)

[Ratio: Exam Style Problems](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Year 9 Mathematics Algebra in Context: KLP 5**

## Previously you have learnt



How to form expressions in algebra from real life contexts. You have learned how to substitute values into expressions, and how to solve linear equations. You have learned how to apply these skills to find the area and perimeter of shapes, and then how to apply your algebra skills to solve problems involving shapes. You will then learn how to apply Pythagoras' Theorem to find missing lengths of right angled triangles.

## In this unit you will learn



How to form equations in algebra based on real life context, and how to interpret algebra into words. You will learn how to solve more complex problems using angle and perimeter of compound shapes. You will also learn how to derive simple formulae.

## Key Vocabulary and Terminology



Tier 2: area, perimeter, inverse, indices, square root

Tier 3: variable, term, equation, formula, linear, coefficient, surd

## Further Learning



[Algebraic Expressions for Perimeter](#) & [Algebraic Perimeters Practice](#)

[Forming And Solving Equations](#)

[Forming Equations: Practice Questions](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Mathematics Year 9 Data and Statistics: KLP 3, 4**

## Previously you have learnt



How to display information using charts and graphs, and how to interpret charts and graphs. These charts included pictograms, composite bar charts, comparative bar charts, bar-line charts, vertical line charts, line graphs, histograms and stem and leaf diagrams. You have also learned how to find averages from different charts, and how to identify trends and relationships between bar charts and line graphs. You have also learned how to recognise fractions visually, and convert between fractions, decimals and percentages.

## In this unit you will learn



How to interpret data in a pie chart, and how to construct a pie chart from data. You will learn how to find averages from a pie charts, and identify relevant contexts for pie charts.

## Key Vocabulary and Terminology



Tier 2: proportion, data, percentage, compare

Tier 3: pie chart, mode, frequency, sectors

## Further Learning



[Drawing Pie Charts: Practice Questions](#)

[Interpreting Pie charts - Maths - Learning with BBC Bitesize - BBC Bitesize](#)

[Pie Charts: Practice Exam Questions](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Music Year 9 Core Rotation**

## Previously you have learnt



In Year 8 you will have learnt to compose and perform music for films in different genres, and to perform popular songs and in a 12-bar blues style. You have also learnt about music for video games, about bass riffs and patterns, and developed your performance skills on the keyboard.

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



Focus On Sound

[Music Technology](#)

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

[Samba Percussion](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Music Year 9 GCSE Term 2**

## Previously you have learnt



During Term 1 you started to develop your knowledge of the Inter-Related Dimensions of Music though focused listening and analysis, composition and performance tasks.

Initially starting to develop your knowledge through AoS 1; Musical Forms and Devices through listening and performing music from the classical era.

## In this unit you will learn



During this term you will develop your knowledge of AoS 1 further, integrating key vocabulary into your written and verbal answers as we broaden the musical horizon of Western Classical Music.

Alongside analysis you will be developing your confidence in composing and performing music, and will create a portfolio of initial composition ideas to use as stimulus in future tasks.

## Key Vocabulary and Terminology



Tier 2

Compose, perform, appraise, evaluate, compare, contrast, discuss, imitation

Tier 3

Choral, chordal, counterpoint, descant, round, canon, drone, alberti bass, walking bass

## Further Learning



[Treble Clef notation](#)

[Note Lengths](#)

[Key Signatures](#)

## Hatton Character Qualities

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

Subject: PE Year 9 Basketball

## Previously you have learnt



How to develop the triple threat strategy of shooting, pivoting /passing or dribbling.  
 How to use attacking strategies to outwit an opponent  
 A range of techniques and skills to use when defending  
 The correct technique to perform a set shot, jump shot and lay up in a game situation.  
 Methods for outwitting opponents in a competitive game situation.

## In this unit you will learn



Strategies for outwitting an opponent in a game situation.  
 To understand the correct situations for using a lay-up when shooting.  
 The correct strategy for employing a zonal defence.  
 A range of attacking strategies including the use of a 3 man weave.

## Key Vocabulary and Terminology



### Tier 2

outwitting, offence, defence.

### Tier 3

zone defence, set shot, rebound, tactics, lay up, drive.

## Further Learning

Scan these QR codes for information



Ball Tag



Lay Up



3 man-weave



Lay up Lines



Reverse Lay up

## Hatton Character Qualities

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

Subject: PE Year 9 Football

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

## Further Learning

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

## Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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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

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

**Subject: Physical Education Year 9 Netball**

## Previously you have learnt



In Year 8, you recapped passing skills and fundamental rules, identified which pass is used when on a netball court. Progressed your attacking, defending and shooting skills then moved onto game situations using all the new skills you developed. You developed your overall knowledge of a netball game looking at positions. As well as knowing basic netball rules

## In this unit you will learn



In Year 9, you will recap netball fundamentals rules, use space on court, look at attacking and defending principles, team tactics with centre passes and working the ball around the circle.

## Key Vocabulary and Terminology



Tier 2: decision-making, speed, tactical, covering

Tier 3: footwork, pivoting, obstruction, possession, outwitting, intercepting, passing, receiving, ball handling, shooting, marking, dodging, speed, agility

## Further Learning



[Passing and receiving development](#)

[Creating space and use of movement](#)

[Shooting](#)

## Hatton Character Qualities

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

**Subject: Religious Education Year 9 What does justice look like in the 21<sup>st</sup> century?**

## Previously you have learnt



You understand how different religions begin and what it means to be religious. You can identify what an atheist perspective is, and understand the key principles of Humanism. You have studied ideas about social justice at length, and understand some religious responses to charity. You can explain why art is such an important part of religious and spiritual self-expression. You are able to explain some of the key religious and ethical perspectives about our role in caring for the environment. You understand how Buddhists approach life's big challenges and can identify how much culture can influence religion.

## In this unit you will learn



You will be considering what you think justice looks like in today's society. Thinking morally about issues of fairness and applying ethical theories to different dilemmas. You will think deeply about crime and punishment, why do some people commit crimes and how should we punish them? You will be applying religious perspective to issues such as capital and corporal punishment.

## Key Vocabulary and Terminology



**Tier 2:** Crime, punishment, capital punishment, retribution, reformation, deterrence

**Tier 3:** Ahimsa, fundamentalist, liberalist, sanctity of life, Adalat

## Further Learning



[Death penalty - Crime and punishment - BBC Bitesize](#)

## Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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# Student Learning Journey

**Subject: Science Year 9 Biology CB2 Cells and Control**

## Previously you have learnt



In Year 7, you learnt about the structures and functions of plant and animal cells, adaptations of key specialized cells, the structure and purpose of the nervous system and reproduction in plants and humans.

## In this unit you will learn



To describe the stages and products of mitosis, describe growth in animals and interpret percentile charts, describe growth in plants and calculate percentage change, evaluate the use of stem cells in medicine by comparing their benefits and risks, describe the structures of different nerve cells and describe the structure and function of a reflex arc.

## Key Vocabulary and Terminology



Tier 2: Describe, identify, interpret, evaluate.

Tier 3: Mitosis, prophase, metaphase, anaphase, telophase, cytokinesis, diploid, percentile, stem cells, meristem, receptor, neurone, synapse, axon, dendron, dendrite, myelin sheath, reflex arc.

## Further Learning



[BBC Bitesize - Cells and Control Notes](#)

## Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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# Student Learning Journey

**Subject: Science Year 9 Chemistry CC1 2 States of Matter and Mixtures**

## Previously you have learnt



In Year 7, you learnt the particle arrangement, motion and energy of solids, liquids and gases and explained state changes in terms of the particle model. In Year 8, you learnt the difference between elements, mixtures and compounds, what is meant by the term mixture and how to identify mixtures and some ways to separate them.

## In this unit you will learn



To describe the arrangement, movement and the relative energy of particles in each of the three states of matter: solid, liquid and gas. How to differentiate between pure and impure substances. You will explain how filtration, crystallisation and distillation are used to separate mixtures. You will conduct paper chromatography to separate substances and calculate Rf values.

## Key Vocabulary and Terminology



Tier 2: Describe, explain, compare, investigate.

Tier 3: Melting, freezing, evaporation, boiling, condensation, sublimation, deposition, kinetic, element, compound, mixture, pure, filtration, filtrate, residue, soluble, insoluble, solution, solute, solvent crystallisation, distillation, evaporate, condense, fractional distillation, chromatography, Rf value, desalination.

## Further Learning



[BBC Bitesize - States of Matter Notes](#)

[BBC Bitesize - Separating Mixtures Notes](#)

## Hatton Character Qualities

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

**Subject: Science Year 9 Physics CP2 Motion and Forces**

## Previously you have learnt



In Year 7, you learnt about balanced and unbalanced forces and, in Year 8, you learnt about action-reaction pairs.

## In this unit you will learn



To determine resultant forces, explain the movement of objects using Newton's first law, explain the difference between mass and weight, describe the relationship between mass, force and acceleration, investigate acceleration, explain how objects interact using Newton's third law, explain the conservation of momentum, describe factors affecting stopping distances for moving vehicles and explain the safety features of a car.

## Key Vocabulary and Terminology



Tier 2: Determine, explain, calculate.

Tier 3: Force, resultant, weight, mass, acceleration, conservation, momentum, reaction.

## Further Learning



[BBC Bitesize – Newton's Laws Notes](#)

[BBC Bitesize – Momentum Notes](#)

## Hatton Character Qualities

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

**Subject: Sociology Year 9 What are the core themes of Sociology?**

## Previously you have learnt



The role of a sociologist in society and as a career. This includes the development of your sociological imagination and the importance of understanding issues of inequality and societal systems. You have also learnt about the difference between primary and secondary socialisation.

## In this unit you will learn



The different sociological theories that underpin sociological thought. Comparing structural theories such as Functionalism, Marxism, Feminism to social action theories. You will outline and evaluate each one, looking at how useful each theory is to understanding society.

## Key Vocabulary and Terminology



**Tier 2:** Society, capitalism, communism, function, inequality, class, gender, institution, system

**Tier 3:** Structure, action, macro, micro, value consensus, status, patriarchy, class conflict, alienation

## Further Learning



[Starting Sociology – The Sociology Guy](#)

## Hatton Character Qualities

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

**Subject: Year 9 Spanish- La casa - House and Region**

## Previously you have learnt



In year 7 and 8 we have covered many topics in three tenses and can give reasons and opinions on these. In Year 8 we have learnt about town and are able to give directions to places in a town.

## In this unit you will learn



How to talk about our home and our region. We will learn adjectives and prepositions of place to describe buildings and places and give opinions on these. We will look at how people live in Spain and how that differs from our country..

## Key Vocabulary and Terminology



Tier 2: description, opinion, directions, prepositions

Tier 3: We will be able to understand and answer questions such as:

¿Cómo es tu casa? and Describeme Wellingborough

## Further Learning



Please look at our department Padlet

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

## Hatton Character Qualities

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

Excellence

Aspiration

Achievement

Inspiration

Community