



Student Learning Journey

Subject: Art Year 11 Mock Exam Unit

Previously you have learnt



How to work through a GCSE project and how to ensure that all of the 4 Assessment Objectives are covered throughout the project. This unit (along with the yr10 structures work will contribute 60% of the final GCSE grade).

In this unit you will learn



How to develop your own independence ready for your real art exam unit in January. Ensure that you develop and apply the skills learnt from your first year 10 project through your evidence in recording, developing, refining and presenting a final outcome in your yr11 mock exam.

You will need to use all your research from terms 6 in year 10 and terms 1+2 of year 11 to bring it together for a conclusion and outcome for your year 11 mock exam final piece for this unit of work.

Key Vocabulary and Terminology



Tier 2: primary observation, media, refine, respond, present, artist analysis, mixed media, develop, outcome

Tier 3: lino printing, etching, stitch, paper cut, photo manipulation

Further Learning



Tate modern: [Art and Artists](#)

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: Business GCSE Year 11 Influences on Business

Previously you have learnt



About how a business starts and how it will grow; you will have discussed the internal decisions on a business. You will also have discussed the legal structures of a business and can understand how a business will change legal structure as they grow.

In this unit you will learn



About the influences on business; Taxation, economics, social, technological, legislation and environmental. You will learn about types of taxation, VAT, income tax and corporation tax. You will also learn about economics, such as GDP, interest rates, employment levels, minimum wage, employment legislation, GDPR. Then you will learn about the social influences, fashion and trends, the use of technology and growth of ecommerce. Lastly you will learn about environmental changes and climate change.

Key Vocabulary and Terminology



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

Tier 3: Economics, interest rates, legislation, GDPR, e commerce, m commerce, climate, discrimination

Further Learning



[What are external influences? - External influences](#)

[External Influences Impacting Businesses | Amazon Examples - YouTube](#)

[The impact of the economic climate on businesses - The economy and business](#)

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Student Learning Journey

Subject: Computer Science Year 11 Programming

Previously you have learnt



(KS3) - In your KS3 lessons you learnt the basics of sequence, selection and iteration and programming in Smallbasic and Greenfoot

In year 9 you learnt how to program in Python including sequence, selection iteration, arrays, file handling, functions and random number generation.

In this unit you will learn



In this unit we will revisit the core elements of GCSE programming you learnt in year 9, but we will apply it to OCR ERL (Exam Reference language) which you will need to know as it is the format your questions in Paper 2 will take.

Key Vocabulary and Terminology



Tier 2 : Calculate, complete, convert, define, design, identify, label, refine, solve, write, rewrite.

Tier 3: Sequence, Selection, Iteration, data type, variable, array, loops, function, procedure, subroutine.

Further Learning



[\(3\) GCSE \(J277\) OCR: 2.2 Programming fundamentals - YouTube](#)

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Student Learning Journey

Subject: Dance Year 11 Skills of Responding to the Brief Term 3

Previously you have learnt



Last term you choreographed a 10-15minute performance in response to a set stimulus and brief.

In this unit you will learn



In this unit, you will be set your “choreograph a 10–15 minute performance in response to a set stimulus and brief” task. You will go through the process of idea activity, skills activity, and performance and evaluation log. This is all in preparation for your component 3 responding to the brief external assessment.

Key Vocabulary and Terminology



Tier 2: Performance techniques, concentration, commitment, performance, evaluation, performance space

Tier 3: Energy, focus, theme, target audience, research, interpretative, collaborative skills, investigate, reference, explore, analyse, brief, stimulus.

Further Learning



[btec tech award in performing arts: component 3 - youtube](#) –this video explains from the exam board the component and target outcome.

[choreographic devices l1 - bing video](#) -this video will cover choreographic devices and will help develop your choreography to a higher standard

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Student Learning Journey

Subject: Drama Year 11 Term Two: Performing/Designing a Script

Previously you have learnt



How to take a script from page to stage in Year 10 with *DNA* –specifically focussing on the craft of the actor in terms of vocal and physical skills, or as a designer of costume, lighting, set or sound.

In this unit you will learn



To put your practical skills into practice by taking TWO extracts of a script and preparing a performance to a live audience.

You will work as either a performer or designer on a combination of monologues, duologues or group pieces and rehearse two performances for assessment to a visiting examiner.

This will be 20% of your GCSE.

Key Vocabulary and Terminology



Tier 2: designer, performer, rehearsal, cue

Tier 3: Pitch, pace, pause, emphasis, volume, intonation, tone, space, body language, posture, gesture, eye contact, movement, facial expression, proxemics, gait, inflection, accent, tension, conflict, climax, dramatic pause, contrast, juxtaposition, convention, device.

Further Learning



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

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Student Learning Journey

Subject: Hospitality and Catering Year 11

Previously you have learnt



In year 10 you have completed your NEA and study the two different types of hospitality and catering provision: commercial and non-commercial. Learners should know and understand the importance of the following standards and ratings: hotel and guest house standards (star ratings) restaurant standards, AA Rosette Award, Good Food Guide, Michelin stars.

In this unit you will learn



This term you should know and understand the different types of employment roles and responsibilities within the industry. You will learn and understand the specific personal attributes, qualifications and experience an employer would look for to fulfil the roles in the hospitality and catering industry. You should be able to discuss the contributing factors to the success of hospitality and catering provisions. You will still continue to develop your practical skills by cooking a variety of products.

Key Vocabulary and Terminology



Tier 2: Demonstrate, Analyse, identify, Explain, justify

Tier 3: Seasonality, sustainability, commercial

Further Learning



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

Website: [WJEC H&C](#) Videos: [Working in hospitality](#)

BBC Bitesize: [Hospitality and Catering](#)

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Student Learning Journey

Subject: Design and Technology (RM) Year 11 Non Examined Assessment (NEA)

Previously you have learnt



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

In this unit you will learn



You will learn about the iterative design process, how to explore a context, identify a client, conduct meaningful research from which you develop a concise design brief and justified specification. This will then inform design ideas, prototyping and development. You will go on to apply skills in planning and manufacture to produce a prototype model of your chosen design idea which you finally test and evaluate.

Key Vocabulary and Terminology



Tier 2: consider, evaluate, analyse, plan, identifying, investigating, generate

Tier 3: iterative design, design fixation, design brief, specification, manufacture

Further Learning



BBC Bitesize: [Designing and Making Principles](#)

Technology Student: [Design and Technology NEA](#)

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

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Student Learning Journey

Subject: Design and Technology (RM) Year 11 Core Technical Principles

Previously you have learnt



In years 7-9, you have learned about the theory of different material areas and the environmental impact of manufacturing with different resistant materials. In year 10 you looked at new and emerging technologies and the impact this has had on products manufactured and society as a whole. You have also looked at

In this unit you will learn



In this unit you will consolidate your learning and understanding of new and emerging technologies looking at the impact of automation and the use of robotics, you will learn about energy generation and storage methods and the disadvantages of each. You will also learn about developments in new materials and where and how these are used, along with a systems approach to designing and mechanical devices. Throughout the year you will do recall quizzes and exam style questions to support your knowledge and understanding.

Key Vocabulary and Terminology



Tier 2: consider, evaluate, advantages, disadvantages, analyse, state

Tier 3: industry, enterprise, culture, society, inclusive design, automation, robotics, market, planned obsolescence, inputs, processes and outputs.

Further Learning



BBC Bitesize: [Core Technical Principles](#)

Technology Student: [Core Technical Principles](#)

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

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Student Learning Journey

Subject: Textiles Year 11 Mock exam unit

Previously you have learnt



Throughout this course, you have developed a wide range of practical skills, including decorative surface pattern techniques, pattern adaption and garment construction. You have learnt how to research and develop work in response to a theme and explore 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 both in a sketchbook and on portfolio pages.

In this unit you will learn



In this module, you will learn how to apply these skills and knowledge to the exam unit. You will interpret a creative brief that is asking you to produce specific work for an identified audience. You will further develop your ability to work independently and plan for sustained periods of practical work under exam conditions. You will refine your ability to reflect on your own skills and development and communicate this effectively both in written and visual formats culminating in a digital portfolio.

Key Vocabulary and Terminology



Tier 2: Confident, competent, effective, plan, refine, develop, intention, constraints

Tier 3: Design Brief, Design Development, portfolio, client, surface pattern, garment construction, visual communication

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: GCSE English Language Year 11 Explorations in Creative Reading and Writing

Previously you have learnt



At Key Stage 3, you will have read high quality classic prose fiction, such as Oliver Twist by Charles Dickens and the Sherlock Holmes Mysteries by Arthur Conan Doyle.

You will have developed ways to approach and analyse class reader texts, such as Skellig and The Secret Garden. In addition, your own background in reading for pleasure will be a great help and support to you in your studies for Paper 1!

In this unit you will learn



Ways to approach English Language Paper 1 Section A: You will learn how to read, understand and analyse a high quality unseen prose fiction extract. You will learn the particular assessment foci of each question in Section A. You will understand the best way to approach each question, including timings, key words, and phrases that will help you to gain marks.

You will learn strategies to help you write a successful response to the creative and descriptive writing prompts in Section B.

Key Vocabulary and Terminology



Tier 2: metaphor, extended metaphor, simile, personification, repetition, chronology, revelation, resolution, climax, setting, focus, shift, zoom

Tier 3: protagonist, antagonist, author, exposition, characterisation, foreshadowing, cyclical structure, sibilance, juxtaposition, narrative voice, narrative perspective, allusion, imagery, symbolism, motif, flashback

Further Learning



[GCSE English Language - BBC Bitesize](#) (choose AQA)

[Structure of fiction texts - Language and structure - AQA - GCSE English Language Revision - AQA - BBC Bitesize](#)

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Student Learning Journey

Subject: GCSE English Literature Year 11 *Romeo and Juliet* by William Shakespeare

Previously you have learnt



In year 7 you have learnt about the play *A Midsummer Night's Dream* by William Shakespeare. In year 8 you then learnt about the play *The Tempest* by William Shakespeare. Finally in year 9 you learnt about *Macbeth* by William Shakespeare. Whilst studying these plays you explored how to approach and analyse Shakespearean language and how to understand and utilise historical context.

In this unit you will learn



Ways to approach Shakespearean drama: understanding Shakespeare's place within history and the literary canon. It will involve exploring the ways in which Shakespeare makes meaning, including the exploration of layers of meaning. You will learn to construct sophisticated arguments to explain your evaluation of the text and its ideas. **The ways in which context informs and influences a text:** explore the contexts that shaped the play looking at Elizabethan, Renaissance and Early Modern values, traditions, events, beliefs and features. You will explore how these might have shaped the play; you will also explore the ways in which the play can and perhaps should be perceived in your context of reception.

Key Vocabulary and Terminology



Tier 2: love, violence, romantic, hostile, adversary, canker, malcontent.

Tier 3: Renaissance, Elizabethan, tragic, inevitability, patriarchy, feudal, courtly love, Petrarchan, sonnet, prosody, ribaldry, profanity, metaphor, iambic pentameter, blank verse, defiance, predestination, mutability, lyricism, dictatorial, city-state and hypocritical.

Further Learning



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

[Romeo & Juliet: Full Play](#)

[BBC Bitesize: Romeo & Juliet Revision](#)

[Romeo and Juliet | University of Oxford Podcasts - Audio and Video Lectures](#)

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Student Learning Journey

Subject: Film Studies – GCSE – Component 1, Section A – US Comparative – Invasion of the Body Snatchers and ET.

Previously you have learnt



In your year 9 study, you have learnt about key theories and elements of film form, alongside how to analyse these elements. In year 10, you have studied a range of film texts, including Tsotsi, District 9 and Attack the Block. You have analysed these films in relation to aesthetics, representation and narrative. Alongside this, you have studied the political, social, historical and technological context of these films and how they have influenced spectator response.

In this unit you will learn



This unit will have you comparing the two science fiction films – Invasion of the Body Snatchers and ET. You will analyse various elements of film form, the representations created and the narrative of these films. You will also explore the contexts of these films, including the New Hollywood film industry and the Cold War. You will learn how to construct a comparative analysis of these two films in preparation for your component 1 exam.

Key Vocabulary and Terminology



Tier 2: analyse, connotations, summarise, representation, symbolises, stereotype

Tier 3: Alienation CinemaScope American dream Technicolor Communism
Multiplex Capitalism Generation X

Further Learning



Blended learning document - https://d3kp6tphcrvm0s.cloudfront.net/wjec22-23_2-5/0/5

YouTube revision playlist -

<https://www.youtube.com/watch?v=hzed0ZMufJQ&list=PLdVUvyQLPgRZPGOAdGhGjxbPkC-l3OtaI>

Context revision - <https://www.youtube.com/watch?v=ID1RfdUfRYo>

Invasion of the Body Snatchers - https://www.loc.gov/static/programs/national-film-preservation-board/documents/invasion_body.pdf

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Student Learning Journey

Subject: Geography Year 11 The Living World

Previously you have learnt



In previous units, "Challenges of Resource Management," you explored how energy, food, and water resources are managed to meet the needs of society and industry. You learnt about different types of energy resources, including renewable and non-renewable sources, and the challenges of managing them sustainably. The unit also covered the global distribution and availability of food and water, focusing on issues like food security, sustainable agriculture, and water scarcity. You explored the complex interconnections between energy, food, and water resources and the strategies required to manage them effectively.

In this unit you will learn



In this unit, you will delve into the global distribution and characteristics of various ecosystems, including tropical rainforests, coral reefs, and polar regions. You will learn about the concept of biodiversity and why it is crucial for ecosystem health and resilience. The unit will cover the interdependence within ecosystems, focusing on the relationships between climate, soil, water, plants, and animals. You will explore the human impacts on these ecosystems, such as logging, mining, and tourism, and how we can manage and protect these environments sustainably.

Key Vocabulary and Terminology



Tier 2: Sustaining, Management, Threat

Tier 3: Ecosystem, Biodiversity, Tropical rainforest, Coral reef, Polar regions, Nutrient cycle, Sustainable management, Ecotourism, Biosphere reserves, Deforestation, Pollution, Climate change, Conservation, Food chains, Ecosystem health, Resilience, Human impacts, Logging, Mining, Tourism, Environmental protection, Habitat destruction, Ecosystem services, Sustainable practices, Natural resources, Conservation efforts, Ecosystem management, International agreements.

Further Learning



- Ecosystems and Biomes [biomes](#)
- Sustainable Management: [sustainable solutions](#)
- National Geographic on Ecosystems: [ecosystems](#)

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Student Learning Journey

Subject: Term 2 German Armut - Poverty

Previously you have learnt



In year 10 we covered the topics home, region and health. We can confidently speak and write in three timeframes. We have completed a higher reading paper to identify gaps in our vocabulary knowledge.

In this unit you will learn



About social issues in Spain and talk about problems in our local areas, such as poverty and homelessness. We will look at ways to improve these issues, through charity work. We will extend our writing to use more complex structures and timeframes and ensure we can answer questions orally on this topic. We will use authentic texts to increase our literacy skills. We will learn to answer questions such as "Was sollen wir machen, um der Obdachlose zu helfen?" or "Was kann man gegen Armut tun?"

Key Vocabulary and Terminology



Tier 2: Reflexive suffixes, Modal verbs, Conditional tense

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

Was sollen wir machen, um der Obdachlose zu helfen? Gibt es viel Arbeitslosigkeit in deiner Stadt?

Further Learning



Please look at our department Padlet. Here you will find all the Knowledge Organisers with the key vocabulary:

[KS4 - German links \(padlet.com\)](#)

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Student Learning Journey

Subject: Health and Social Care year 11 R035 How to plan and deliver a campaign

Previously you have learnt



About the principles of care in health and social care and supporting individuals through life events.

In this unit you will learn



To create your own Public Health Campaign and evaluate your performance. You will use your knowledge and the information learnt to complete coursework.

Key Vocabulary and Terminology



Tier 2: dependency, mental health first aiders, type 2 diabetes, obesity, life expectancy.

Tier 3: morbidity, mortality, HPV vaccine, IVF, HIV, endorphins, socio-economics and disposable income.

Further Learning



[Public Health England - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[NHS England](#)

[Public Health Campaigns | Research Prevention | ODP \(nih.gov\)](#)

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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](#)

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Student Learning Journey

Subject: Digital information Year 11 R060 Section A – Planning a Spreadsheet Solution

Previously you have learnt



In year 9 you have learnt what good design practices look like including wireframes, visualisation diagrams, mindmaps and storyboards. You have also create many spreadsheets projects last year while following a client brief. You have completed a coursework already based on augmented reality which required you to plan, created, test and evaluate a prototype design.

In this unit you will learn



You will be working on the first section of your coursework. You will be reading a client brief and highlighting the key points. You will be planning what the final product will look like using a range of planning documents. Students could work on straightforward activities to ensure that they are familiar with the basic features of the spreadsheet software that they will be using to create solutions. Students should undertake activities to ensure that they are confident in file management techniques, including version control of files.

Key Vocabulary and Terminology



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

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

Further Learning



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

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Student Learning Journey

Subject: Life Skills Year 11 Term 2: The wider world

Previously you have learnt



In Year 7 you looked at the basics of government and democracy, along with voting and citizenship. In Year 8 you looked at financing Foreign aid and budgeting and in Year 9 you completed a Unit on Digital responsibility. In Year 10, one topic you covered the laws on Extremism and Diversity with a focus on government responsibility.

In this unit you will learn



Why it is important to respect civil and criminal law as well as the guidelines put in place by the British Government. You will reflect on why it is important to respect different beliefs and religions. Lessons will look at the British values, norms and the rule of law as well as Democracy. These sessions will teach you how society works in modern Britain. You will also learn how social media can be used both responsibly and irresponsibly meaning that false information may be shared and this could fuel extremism and intolerance. You will learn how to recognise false and misleading information.

Key Vocabulary and Terminology



Tier 2: British values, democracy, fundamental, universal, constituency, parliament, government, austerity, social media

Tier 3: Arbitrary, Monarchy, Oligarchy, authoritarianism, totalitarianism,

Further Learning



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

<https://www.bbc.co.uk/bitesize/guides/z93ck7h/revision/3>

[Impact of Social Media on Society: Benefits and Drawbacks \(webdigital.ca\)](https://www.webdigital.ca/impact-of-social-media-on-society-benefits-and-drawbacks)

[Easy peasy politics: Democracy - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z93ck7h/revision/3)

[Welcome to your UK Parliament - Parliament UK Education](https://www.parliament.uk/education/welcome-to-your-uk-parliament)

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Term 1

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Student Learning Journey

Subject: Mathematics Year 11 Representing Movements: KLP 4

Previously you have learnt



How to represent, interpret and apply vectors to describe and apply movement. You have also worked with bearings, again both measuring and drawing. This has included back bearings. You have learned to apply a range of transformations; reflection, translation, rotation and enlargement.

In this unit you will learn



How to understand, use and recall the trigonometric ratios sine, cosine and tan, and apply them to find angles and lengths in right angled triangles in 2D figures. You will learn to apply this to solve problems in different contexts. You will learn to derive the exact values of $\sin \theta$ and $\cos \theta$ and $\tan \theta$.

Key Vocabulary and Terminology



Tier 2: Movement, Relationship, Direction, Column Vector, Parallel, Perpendicular, North, East, South, West, Ratio

Tier 3: Scalar multiplication, Transformation, Sine, Cosine, Tangent, Proportion, Scale Factor, Mirror Line, length, angle, theta.

Further Learning



[Trigonometry Introduction](#)

[3D Trigonometry](#)

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Student Learning Journey

Subject: Mathematics Year 11 3D Shape and Space: KLP 3

Previously you have learnt



How to represent 3D shapes and surface area of core solids, such as cube, cuboid, triangular prism and cylinders. You have also learnt how to find the area of different 2D shapes.

In this unit you will learn



How to find the volume of a prism, including a triangular prism, cube and cuboid. You will calculate volumes of right prisms, cylinders, spheres, pyramids, cones and composite solids. You may be expected to estimate answers by rounding.

Key Vocabulary and Terminology



Tier 2: Sketch, calculate, estimate, convert, represent, face, edge, dimension, cubic, plans, volume, surface area, capacity, measurement, accuracy

Tier 3: Vertex, prism, pyramid, sphere, cone, plane of symmetry, net, front elevation, side elevation.

Further Learning



[Similar Shape Volumes](#)

[Volume: Problem Solving](#)

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Student Learning Journey

Subject: Mathematics Year 11 Sequences and Graphs: KLP 5, 6, 7

Previously you have learnt



How to represent sequences using algebra. You have then learnt how to solve both linear and simultaneous equations. You have learned how to represent relationships on straight line graphs.

In this unit you will learn



How to recognise and how to factorise quadratic expressions. You will learn to solve quadratic equations in a range of forms. You will also learn how to plot a quadratic graph graphically, and solve problems using the graph. You will then move onto understanding, sketching and interpreting cubic graphs and graphs of the reciprocal function.

Key Vocabulary and Terminology



Tier 2: Represent, relationship, axis, coordinate, relationships, represent

Tier 3: y-intercept, x-intercept, formula, expression, point of intersection, gradient, quadratic, vertex, simultaneous equation, cubic, reciprocal

Further Learning



[Factorising Quadratics Video](#)

[Quadratic Equations in Context](#)

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

Term 2

Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Mathematics Year 11 2D Shape and Space: KLP 5

Previously you have learnt



How to use a protractor to draw an angle. You have learned how to recognise key angles, and how to recognise and describe different types of triangles.

In this unit you will learn



How to use a compass to sketch standard constructions. You will learn how to construct perpendicular bisectors and diagrams given specific information. You will also learn how to construct loci and describe regions satisfying a combination of loci. You will also learned how to construct and interpret scale drawings from maps.

Key Vocabulary and Terminology



Tier 2: scale, accuracy, estimate, compass, protractor

Tier 3: perpendicular bisector, constructions, loci, line segment, obtuse, acute, reflex

Further Learning



[Loci & Constructions](#)

[Perpendicular Bisector](#)

[Scale Drawings](#)

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: Mathematics Year 11 Mock Preparation

Previously you have learnt



The complete the GCSE Maths Course. The GCSE Higher is split into 12 units: Number Sense, Introduction to Algebra, Representing Numbers, Algebra in Context, Data and Statistics, Ratio and Proportion, 2D Shape and Space, Trigonometry, 3D Shape and Space, Sequences and Graphs, Representing Movements, Probability, Advanced Algebra. You will also have taken several assessments and will have an idea of where you need to practice.

In this unit you will learn



How to consolidate all of your knowledge from the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous student learning journeys for topic specific vocabulary.

Further Learning



[Edexcel GCSE Maths Past Papers - Revision Maths](#)

[Topic Specific Maths Practice](#)

[Further Practice Split by Topic](#)

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

Term 3

Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Mathematics Year 11 High Quality Number

Previously you have learnt



You have already covered the complete GCSE curriculum. The units related to this section are:
1. Number Sense, 3. Representing Numbers, 6. Ratio & Proportion

In this unit you will learn



How to consolidate all of your knowledge from the number, ratio and proportion elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point and direct your learning to suit your needs.

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous student learning journeys for topic specific vocabulary.

Further Learning



[Practice questions for every subtopic](#)

[GCSE Numbers Questions and Answers](#), [GCSE Ratio & Proportion Questions and Answers](#)

[Ratio 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

Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Mathematics Year 11 High Quality Algebra

Previously you have learnt



You have already covered the complete GCSE curriculum. The units related to this section are: Unit 2. Introduction to Algebra, Unit 4: Algebra in Context, Unit 9. Sequences and Graphs, Unit 12. Advanced Algebra. However, algebra can appear in every topic across the curriculum.

In this unit you will learn



How to consolidate all of your knowledge from the algebra elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning



[Practice Questions for Every Subtopic](#)
[Algebra GCSE Maths Tests](#)
[GCSE Algebra Questions and Answers](#)
[Past Exam Questions: Split by Topic](#)

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

Term 4

Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Mathematics Year 11 High Quality Shape and Space

Previously you have learnt



You have already covered the complete GCSE curriculum. The units related to this section are: 7a. 2D Shape and Space, 7b. Trigonometry, Unit 8. 3D Shape and Space and Unit 10. Representing Movements.

In this unit you will learn



How to consolidate all of your knowledge from the shape and space elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning



[Practice questions for every subtopic](#)

[GCSE Geometry and Measures Questions and Answers](#)

[Circle Theorems Exam Qs](#), [Circle Theorem Exam Qs](#), [Advanced Trigonometry Exam Qs](#)

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: Mathematics Year 11 High Quality Statistics

Previously you have learnt



You have already covered the complete GCSE curriculum. The units related to this section are: Unit 5. Data & Statistics and Unit 11. Probability.

In this unit you will learn



How to consolidate all of your knowledge from the data, statistics and probability elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning



[Practice questions for every subtopic](#)

[GCSE Statistics Questions and Answers](#)

[GCSE Probability Questions and Answers](#)

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

Term 5

Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Mathematics Year 11 Exam Preparation

Previously you have learnt



You have already covered the complete GCSE curriculum. The curriculum is broadly split into four topics: Number, Algebra, Shape and Statistics.

In this unit you will learn



How to consolidate all of your knowledge from the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous student learning journeys for topic specific vocabulary.

Further Learning



[Practice questions for every subtopic](#)

[GCSE Maths Past Papers](#)

[Further exam practice split by topics](#)

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

Term 1

Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Mathematics Year 11 Advanced Algebra: KLP 4, 5

Previously you have learnt



How to describe and apply transformations to 2D shapes, including translations, enlargements, reflections and rotations. You have also learned how to apply higher level algebraic manipulation, including algebraic fractions and algebraic proofs. with the underlying necessity for strong algebra manipulation skills. You have also learned how to represent functions algebraically.

In this unit you will learn



How to represent the transformation of a function graphically, and how to relate this to the algebraic representation. You will learn how to identify and describe different transformations, including translations, reflections and enlargements.

Key Vocabulary and Terminology



Tier 2: Prove, consecutive, function, input, output, transformations, shift

Tier 3: surd, rationalize, denominator, inverse function, composite function, translation, scale factor

Further Learning



[Transforming Graphs: Video](#), [Transformations - Exam Questions](#)

[Iteration: Video](#)

[Iteration: GCSE 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

Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Mathematics Year 11 2D Shape and Space: KLP 3

Previously you have learnt



How to find missing angles in polygons, in parallel lines. You have studied in depth circle theorems and been expected to find missing angles using a combination of angle facts.

In this unit you will learn



To spot similarity and congruence, understanding the criteria needed for each condition. You will understand and use SSS, SAS, ASA and RHS conditions to prove the congruence of triangles, prove that two shapes are similar by showing that all corresponding angles are equal in size and/or lengths of sides are in the same ratio/one is an enlargement of the other, giving the scale factor. You'll understand the effect of enlargement on angles, perimeter, area and volume of shapes and solids. As extension you will write the lengths, areas and volumes of two shapes as ratios in their simplest form.

Key Vocabulary and Terminology



Tier 2: Justify, prove, shape, orientation, dimensions, sketch, construct, angle, construct

Tier 3: Congruent, similar, scale factor, polygon, regular and irregular, right angle, perpendicular, parallel, interior and exterior angles, degrees, corresponding and alternate angles, vertically opposite, pentagon, heptagon, octagon, decagon, bisector, equidistant, loci, scale, scale factors

Further Learning



[Congruent Triangles what are they?](#)

[Real-Life Examples Of Congruence](#)

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: Mathematics Year 11 Representing Movements: KLP 4

Previously you have learnt



How to represent transformations using column vectors, confidently read and measure bearings and also vectors.

In this unit you will learn



How to use compasses and ruler to create accurate constructions and use loci. Accuracy will be key as you use and interpret maps and scale drawings, using a variety of scales and units, read and construct scale drawings, drawing lines and shapes to scale, bisect a given angle or lines. You will also need to be able to construct angles of 90° , 45° and with loci be able to create a region bounded by a circle and an intersecting line, a given distance from a point and a given distance from a line and equal distances from two points or two line segments.

Key Vocabulary and Terminology



Tier 2: Movement, relationship, direction, column vector, parallel, perpendicular, North, East, South, West, rotation, reflection

Tier 3: Scalar multiplication, transformation, translation, centre of enlargement, centre of rotation, scale factor, mirror line, bearings

Further Learning



[Loci and constructions](#)

[Perpendicular Bisectors and practical uses](#)

[Real World Examples of Locus](#)

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

Term 2

Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Mathematics Year 11 Mock Preparation

Previously you have learnt



The complete the GCSE Maths Course. The GCSE Higher is split into 12 units: Number Sense, Introduction to Algebra, Representing Numbers, Algebra in Context, Data and Statistics, Ratio and Proportion, 2D Shape and Space, Trigonometry, 3D Shape and Space, Sequences and Graphs, Representing Movements, Probability, Advanced Algebra. You will also have taken several assessments and will have an idea of where you need to practice.

In this unit you will learn



How to consolidate all of your knowledge from the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous student learning journeys for topic specific vocabulary.

Further Learning



[Edexcel GCSE Maths Past Papers - Revision Maths](#)

[Topic Specific Maths Practice](#)

[Further Practice Split by Topic](#)

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

Term 3

Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Mathematics Year 11 High Quality Number

Previously you have learnt



You have already covered the complete GCSE curriculum. The units related to this section are:
1. Number Sense, 3. Representing Numbers, 6. Ratio & Proportion

In this unit you will learn



How to consolidate all of your knowledge from the number, ratio and proportion elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point and direct your learning to suit your needs.

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous student learning journeys for topic specific vocabulary.

Further Learning



[Practice questions for every subtopic](#)

[GCSE Numbers Questions and Answers](#), [GCSE Ratio & Proportion Questions and Answers](#)

[Ratio 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

Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Mathematics Year 11 High Quality Algebra

Previously you have learnt



You have already covered the complete GCSE curriculum. The units related to this section are: Unit 2. Introduction to Algebra, Unit 4: Algebra in Context, Unit 9. Sequences and Graphs, Unit 12. Advanced Algebra. However, algebra can appear in every topic across the curriculum.

In this unit you will learn



How to consolidate all of your knowledge from the algebra elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning



[Practice Questions for Every Subtopic](#)
[Algebra GCSE Maths Tests](#)
[GCSE Algebra Questions and Answers](#)
[Past Exam Questions: Split by Topic](#)

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

Term 4

Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Mathematics Year 11 High Quality Shape and Space

Previously you have learnt



You have already covered the complete GCSE curriculum. The units related to this section are: 7a. 2D Shape and Space, 7b. Trigonometry, Unit 8. 3D Shape and Space and Unit 10. Representing Movements.

In this unit you will learn



How to consolidate all of your knowledge from the shape and space elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning



[Practice questions for every subtopic](#)

[GCSE Geometry and Measures Questions and Answers](#)

[Circle Theorems Exam Qs](#), [Circle Theorem Exam Qs](#), [Advanced Trigonometry Exam Qs](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
Self-Regulation	Courage	Commitment	Team Work	Leadership
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Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Mathematics Year 11 High Quality Statistics

Previously you have learnt



You have already covered the complete GCSE curriculum. The units related to this section are: Unit 5. Data & Statistics and Unit 11. Probability.

In this unit you will learn



How to consolidate all of your knowledge from the data, statistics and probability elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning



- [Practice questions for every subtopic](#)
- [GCSE Statistics Questions and Answers](#)
- [GCSE Probability Questions and Answers](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
Self-Regulation	Courage	Commitment	Team Work	Leadership
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Excellence

Aspiration

Achievement

Inspiration

Community

Term 5

Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Mathematics Year 11 Exam Preparation

Previously you have learnt



You have already covered the complete GCSE curriculum. The curriculum is broadly split into four topics: Number, Algebra, Shape and Statistics.

In this unit you will learn



How to consolidate all of your knowledge from the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology



There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous student learning journeys for topic specific vocabulary.

Further Learning



[Practice questions for every subtopic](#)

[GCSE Maths Past Papers](#)

[Further exam practice split by topics](#)

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: Music Year 11 BTEC Term 2

Previously you have learnt



At the start of this academic year we started to work on Component 2: Music Skills Development. You have completed baseline assessments of your skills and confidences, and produced examples of your performance and composition skills for self-evaluation.

During Term 1 you started to develop your skills and competencies within performance and composition.

In this unit you will learn



During this term you will continue to develop your musical skills, evidencing your development and improvements as both a musician and a composer. While developing your skills you will complete evidence milestones, evaluating your progress as you develop.

Key Vocabulary and Terminology



Tier 2 - compose, contrast, improve, develop, variation, evaluate, melody, pitch, tempo, dynamics, texture, effects, distortion, modulation, reverb, echo,

Tier 3 – audio mix, insert point, adaptive audio technology, AI composition, cover version, auditioning, manipulation

Further Learning



Use the online resources on the MS Team to support your knowledge and skills development

Hatton Character Qualities

Resilience	Open Mindedness	<u>Creativity</u>	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: PE Year 11 Basketball

Previously you have learnt



The use of reverse and left hand lay ups shots.
 Strategies that can be used for attacking, including screens, blocks and high/ low posts.
 Develop the correct technique for making jump shots and free throws.
 The main responsibilities of a player in an attacking role.
 The main responsibilities of a player in a defensive role.
 The role of the Referee during a game of basketball.

In this unit you will learn



To develop advanced shooting techniques including the hook shot and fade away.
 The ability to outwit opponents using 1v1 dribbling.
 The ability to analyse tactics and identify strengths.
 How to organise and run a small sided tournament.
 How to referee in full game situations

Key Vocabulary and Terminology



Tier 2

round robin, officials, analysis.

Tier 3

backcourt violation, v-cutting, screen, triple threat, fast break.

Further Learning

Scan these QR codes for information



Ball Tag



Lay Up



3 man-weave



Lay up Lines



Reverse Lay up

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: PE Year 11 Football

Previously you have learnt



The students will learn about Set Plays and effective tactics used for these to be successful. The students will learn about specific positional play in 11aside football when attacking and defending.

In this unit you will learn



In year 11 the students will look at formations and how defend and attack set plays. They will look at how to manage games and different scenarios in 11 aside football matches.

Key Vocabulary and Terminology



Tier 2 technique, communication

Tier 3 positioning, distribution, decision making

Further Learning

[Defending Crosses](#)

[Attacking crosses](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
Self-Regulation	Courage	Commitment	Team Work	Leadership
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Community



Student Learning Journey

Subject: Religious Studies Year 11 Is there any justifiable reason for war in the 21st century?

Previously you have learnt



Previously you have considered the role of geographical heritage on an individual's worldview and beliefs. You have considered philosophical concepts around God's existence, and have looked at different views about the nature of God. You have explored the links and conflicts between religion and science, as well as religious views on justice. Throughout your religious studies lessons, you have explored the importance of key religious figures from the 6 main world faiths and the impact of beliefs and practices on a person's way of life.

In this unit you will learn



You will explore the way in which religion interacts with peace, conflict, war and tension. You will consider whether or not war is ever justifiable, and be able to apply just war theory to different scenarios. Modern and historical conflicts will be considered, as well as acts of terrorism. You will question different justifications for war, and whether or not different religions will consider them ample cause.

Key Vocabulary and Terminology



Tier 2: War, conflict, tension, terrorism, weapons of mass destruction

Tier 3: Stewardship, dominion, sanctity of life, omnibenevolent, pacifism, just war theory, conscientious objector, holy war, Crusades

Further Learning



[BBC - Religions - Christianity: War](#)

[What does Christianity teach about war and peace? - BBC Bitesize](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
Self-Regulation	Courage	Commitment	Team Work	Leadership
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Achievement

Inspiration

Community



Student Learning Journey

Subject: Science Year 11 Paper 1

Previously you have learnt



In Year 9 and 10, you have learnt the key concepts on the paper 1 topic list. In Biology you have learnt about cells, enzymes, transport, mitosis, meiosis, genetics, natural and artificial selection and health and disease. In Chemistry you have learnt about states of matter, separation techniques, atoms and the periodic table, bonding, acids and alkalis, calculations, electrolysis and chemical reactions. In Physics you have learnt about motion and forces, energy, waves and radioactivity.

In this unit you will learn



To review and apply your knowledge of GCSE concepts from Years 9 and 10. You will revisit key ideas from the topic sheet and then build upon these. You will then complete exam style questions to ensure you are prepared for your end of year exams.

Key Vocabulary and Terminology



Tier 2: Calculate, comment on, compare, conclude, describe, determine, devise, estimate, evaluate, explain, identify, plot, state, suggest.

Tier 3: Write a glossary of key terms for each topic independently.

Further Learning



[BBC Bitesize – GCSE Combined Science Notes](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
Self-Regulation	Courage	Commitment	Team Work	Leadership
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Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Sociology Year 11 The sociology of Crime and Deviance

Previously you have learnt



The sociological explanations of educational differences in achievement and debates surrounding the family. Alongside this, you have applied research methods to both education and families, and consistently referred back to the core themes of sociology; socialisation, culture, identity, social stratification and power.

In this unit you will learn



To explore the following questions; How is crime measured and researched? What causes crime? How should crime be controlled or punished? Why are their differences in crime rates between CAGE?

You will also apply research methods throughout the topic and make links to the core themes in sociology of; socialisation, culture, identity, social stratification and power.

Key Vocabulary and Terminology



Tier 2: Crime, Deviance, Class, Age, Gender, Ethnicity, Victim, Criminal, Punishment, Youth offending

Tier 3: Blue collar, White collar, Social construction, Dark figure, Official statistics, Recorded crime, Reported crime, Detected crime, Self-report study, Victim survey

Further Learning



[GCSE Sociology - Crime And Deviance Flashcards | Quizlet](#)

[Crime statistics](#)

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: Y11 Spanish - Charity and Voluntary Work Poverty and Homelessness

Previously you have learnt



In year 10 we covered the topics home, region and health. We can confidently speak and write in three timeframes. We have completed a higher reading paper to identify gaps in our vocabulary knowledge.

In this unit you will learn



About social issues in Spain and talk about problems in our local areas, such as poverty and homelessness. We will look at ways to improve these issues, through charity work. We will extend our writing to use more complex structures and timeframes and ensure we can answer questions orally on this topic. We will use authentic texts to increase our literacy skills.

Key Vocabulary and Terminology



Tier 2 infinitive subjunctive conjugation

Tier 3 We will answer questions such as “¿Dónde te gustaría trabajar como voluntario?”

Further Learning



Please look at our department Padlet

[Spanish KS4 Padlet](#)

Hatton Character Qualities

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