



# Student Learning Journey

**Subject: Art Year 10 Structures term 3+4**

## Previously you have learnt



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

You have already explored the initial starting points of structures and now you will need to further explore this through a deeper, more meaningful and personal visual development.

## In this unit you will learn



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

## Key Vocabulary and Terminology



Tier 2: evaluate, analyse, create, accuracy

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

## Further Learning



Tate Gallery: [Structures](#)

Saatchi Gallery: [Structural Artists](#)

## Hatton Character Qualities

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

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# Student Learning Journey

Subject: Business Year 10 Operations

## Previously you have learnt



About the functional departments in a business and how they need to work together. You will have discussed economies of scale and how it is important to be efficient in a business. You will have an understanding of marketing and the 4 P's.

## In this unit you will learn



About external and internal influences on operational objectives and decisions, including costs, quality, speed of response, environmental objectives and added value. You will also learn about capacity utilisation and labour productivity rates. Moving on to lean production, Kaizen, Just in time and learning about the benefits and difficulties of improving quality. Through this unit you will learn to interpret inventory control charts, lead times, re order levels and buffer stock. All of this will have a big impact on how you manage the supply chain effectively.

## Key Vocabulary and Terminology



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

Tier 3: Operational, outsourcing, quality, control, assurance, just in time, capacity utilisation, productivity, inventory, lead times, kaizen, buffer stock

## Further Learning



[Bee Business Bee Capacity Utilisation Tutorial](#)

[Making Operational Decisions | Business | tutor2u](#)

[Walmart Supply Chain - YouTube](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Computer Science Year 10 - Networks**

## Previously you have learnt



That computers use binary to send and store data. You have learnt that some file can be larger in size and take longer to send. You have learnt about a range of hardware used in computers.

## In this unit you will learn



About the different devices that form a network. You will learn the advantages and disadvantages of using wired or wireless networks. You will learn the different types of networks commonly used. You will learn how data is sent over a network to another device.

## Key Vocabulary and Terminology



Tier 2: Data, client, storage

Tier 3: LAN, WAN, packet, hub, switch, fibre optic, ethernet, network

## Further Learning



[SLR03 – Wired and wireless networks](#)

[SLR04 – Network typologies, protocols and layers](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Drama Year 10 Term Three: Component 3 Set Text: DNA**

## Previously you have learnt



The skills of critical analysis and evaluation from the Live Theatre section of Component 3 and related written examination approaches for Drama questions.

How to take a script from page to stage in Year 9 with *Too Much Punch for Judy* –specifically focussing on the craft of the actor in terms of vocal and physical skills.

## In this unit you will learn



To understand and practice how to be a ‘Theatre Maker’: a designer, actor AND director of the play *DNA* by Dennis Kelly.

To be able to write exam answers for Section A of the written examination: specifically 4), 6), 9), 12) and 14) mark responses.

## Key Vocabulary and Terminology



**Tier 2:** Theatre Makers, designer, director, performer, analysis, evaluation.

**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, rising action, falling action, inciting moment, Freytag’s Pyramid, narrative, plot, structure, form, resolution, denouement.

## Further Learning



[Establishing character and plot - Performing a script - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

[Preparing for the written exam - How to answer set text exam questions - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

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# Student Learning Journey

**Subject: Year 10 Hospitality and Catering**

## Previously you have learnt



Past two terms you have been practicing the Non-Examination Assessment (NEA/coursework). You learnt how to analyse a given brief and select the best dishes based on the client nutritional needs. You have explored the different cooking methods impact on the nutritional value of different ingredients. You have applied knowledge and understand of how to select suitable cooking methods to protect the nutritive value and improve palatability. You have made several dishes in regards to the cooking techniques explored. You learnt how to review your work against set criteria.

## In this unit you will learn



This Term you will be doing your Non-Examination Assessment (NEA). An assignment brief will be provided by WJEC that will include a scenario and several tasks. You must follow the instructions for the controlled assessments in the Administration Guide and within each Unit Guide. In line with these instructions, you are required to follow the controlled assessment policy; this unit is synoptic and draws upon the knowledge gained in year 9 and term 1 and 2 of year 10.

## Key Vocabulary and Terminology



Tier 2: Review, Demonstrate, Discuss, Plan

Tier 3: Controlled assessment (NEA), Organoleptic, Cross contamination, Sustainability

## Further Learning



Textbook: Level ½ Vocational Award Hospitality and Catering; Course Companion Author Alison Palmer. Candidate pack from WJEC

Website: [WJEC H&C](#)

BBC Bitesize: [Hospitality and Catering](#)

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# Student Learning Journey

**Subject: Design and Technology (RM) Year 10 Working with Metals**

## Previously you have learnt



In years 7 -9 you have learnt how to mark out, cut and finish materials and basic information about working with and joining timber and plastics (polymers) safely. You have worked with hand tools and used CAD and CAM to produce simple products. You have also completed practical projects where you have designed and made products made from woods and plastics.

## In this unit you will learn



During this unit you will learn how to use hard tools to cut, finish, join and form metals. You will learn how to use metal working tools and equipment safely including tin snips, metal files, hack saws, emery cloth, rivets and soldering. This will accompany learning the theory of metals.

## Key Vocabulary and Terminology



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

Tier 3: Ferrous, non-ferrous, alloy, tolerance, anvil

## Further Learning



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

Technology Student: [Working with Metals](#)

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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Design and Technology (RM) Year 10 Mock NEA project**

## Previously you have learnt



In years 7 -9 you have learnt how to mark out, cut and finish materials and basic information about working with and joining timber and plastics (polymers) safely. You have worked with hand tools and used CAD and CAM to produce simple products. You have also completed practical projects where you have designed and made products made from woods and plastics.

## In this unit you will learn



During this unit you will follow the design process to complete a mock NEA style project. Your mock NEA project is worth 50% of your final GCSE grade.

You will learn how to investigate a context, carry out research, write up a specification from which you will base your design ideas. You will then learn about different designing and prototyping strategies to come up with design ideas. You will learn how to develop a selected design and then go on to manufacture a product. You will also learn about how to evaluate your work

## Key Vocabulary and Terminology



Tier 2: Consider, evaluate, specify, justify, explain, annotate

Tier 3: context, client, prototype, design strategies,

## 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: Textiles Year 10 Assessment Project**

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



Victoria and Albert Museum [Fashion collection](#)

Textile Artists [Contemporary Textile artists](#)

BBC Bitesize [The creative process](#)

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# Student Learning Journey

**Subject: English Year 10 GCSE English Language Paper 1: *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](#)

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

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# Student Learning Journey

**Subject: English Year 10 An Inspector Calls by J B Priestley**

## Previously you have learnt



In Year 7, you will have covered Oliver Twist with links to late 19<sup>th</sup> and early 20<sup>th</sup> Century context, and the effects of industrialisation on poverty and society.

In Year 8, you will have covered Sherlock Holmes and focused on the presentation of crime, the police and community as well as women in the 19<sup>th</sup> and early 20<sup>th</sup> Century.

In Year 9, you studied the play Macbeth and considered how drama texts might be presented on stage to explore themes and ideas.

## In this unit you will learn



Ways to approach Priestley and mid-20<sup>th</sup> century drama. You will explore the hallmarks of mid-20th century 'drawing-room drama' and realist theatre, exploring how meanings within it are shaped. You will learn clear, concise and critical arguments that explore layers of meaning and a range of perspectives. You will explore the contexts that shaped the play looking at both early and mid-20th century values, traditions, events, beliefs and events. You will explore how these might have shaped Priestley's view and therefore 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: Industrialisation, poverty, allegory, moralistic, hierarchy, stratification, prejudice, prestige, corporation, dejection, degradation, characterisation, generation, inheritance, profit, capitalism, disenfranchisement, privilege, disadvantage

Tier 3: Realism, proxemics, dramatic tension, dramatic irony, dramatic structure, dramatic device, interrogate, scrutinise, denouement, climax, conscription, hegemony, industrial action, strike

## Further Learning



[Massolit: An Inspector Calls Lectures](#)

[The Complete Text Online](#)

[Video of the Play](#)

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# Student Learning Journey

**Subject:** Year 10 Film Studies GCSE, Component 2, Section A – Global English Language films - District 9 - Narrative

## Previously you have learnt



This year you have learnt how to analyse a film and have explored how to embed film terminology and theories. As well as this, you have spent time analysing the film Attack the Block and the aesthetics that have been constructed through the use of mise-en-scene and cinematography.

## In this unit you will learn



This unit will have you learning and applying the key narrative theories – including Todorov, Propp, Freytag and Aristotle. As well as this, you will spend time studying the contextual links of the apartheid and how this influences the audiences’ responses to the film and the themes and issues presented in it.

## Key Vocabulary and Terminology



Tier 2: Freytag’s narrative (inciting incident, rising action, climax, falling action, resolution, and denouement) Todorov, Narrative, context, exposition

Tier 3: Segregation, apartheid, allegory, regime, humanitarian, exploitation, refugee

## Further Learning



[Film Studies Fundamentals](#)

[Apartheid](#)

[Narrative film theory](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: German Year 10 – Term 3 – Health**

## Previously you have learnt



In year 7 we have covered the topics hobbies and free time. We have learnt to give opinions about these topics, and use the third person to talk about other people’s hobbies. In year 8 we have covered the topics technology and food. We have learnt to give opinions about these topics, and use different tenses to speak about them.

## In this unit you will learn



How to talk about sport and hobbies in more depth, up level our vocabulary knowledge and improve our fluency. We will learn to understand texts that are more complex and listen to complex soundbites, of people talking about health. We will look at sport and food in Germany. We will learn to understand texts that are more complex and listen to complex soundbites, of people talking about health.

## Key Vocabulary and Terminology



**Tier 2:**, word order, infinitive verb, adjective, separable verb, time phrase, opinions

**Tier3:**

You will be able to answer question like:

*Machst du Sport?*

*Isst du gesund?*

## Further Learning



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

[KS4 - German links \(padlet.com\)](https://www.padlet.com/)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: GCSE History, Year 10, Health and the People C1000 to present day**

## Previously you have learnt



How the world wars affected peoples' lives and foreign relations across the world. You also learnt the effects of war on technology, medicine and politics. Furthermore, through topics like Genocide and Human Rights, you used many character skills to empathize with the issues in the past and how to avoid stereotypes and prejudice for our future.

## In this unit you will learn



How health and medicine has developed since the medieval times focusing on what changed in Britain throughout the decades thanks to varying factors like individuals, new ideas, war and the improvement of science and technology. As the first unit of your GCSE you will be introduced to exam practice questions, structures and mark schemes to understand what is expected of you. You will use character skills such as resilience to keep on top of your work and the revision booklets set for homework.

## Key Vocabulary and Terminology



### Tier 2:

Religion      significance      disease      epidemic      vaccination

### Tier 3:

Public health      anaesthetics      Four Humours      Laissez-faire      anatomy

## Further Learning



[BBC Bitesize](#)

[GCSE Pod Health and the People](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Digital Information Year 10 - R060 NEA**

## Previously you have learnt



To analyse a series of spreadsheet models. The data was already included and you had to make sure that you looked at the information that was presented. You evaluated and analysed the requirements to make sure that the information was appropriate. You also looked at the impact and the effectiveness of fields that may be required or fields that may be missing.

## In this unit you will learn



How to develop spreadsheet models without the need for assistance from anyone. You will learn several skills related to spreadsheets including using formulas, functions, conditional formatting and decision making.

## Key Vocabulary and Terminology



Tier 2: Analyse, format, calculate, evaluate, chart

Tier 3: Conditional formatting, formula, vlookup, pivot table

## Further Learning



[19 Most Useful Excel Skills, Functions & Formulas](#)

[20 Must-Have Excel Skills for Professionals](#)

## Hatton Character Qualities

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# Student Learning Journey

## Lifeskills Year 10 – Careers - Next Steps

### Previously you have learnt



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

### In this unit you will learn



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

### Key Vocabulary and Terminology



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

Tier 3: competencies, resilience.

### Further Learning



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

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

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

### Hatton Character Qualities

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# Student Learning Journey

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

### Previously you have learnt



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

### In this unit you will learn



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

### Key Vocabulary and Terminology



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

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

### Further Learning



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

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

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

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

### Hatton Character Qualities

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<b>Self-Regulation</b>	Courage	Commitment	<b>Team Work</b>	Leadership
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# Student Learning Journey

**Subject: Year 10 Managing healthy relationships**

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Recognising unhealthy relationships**

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



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

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# Student Learning Journey

**Subject: Mathematics Year 10 Algebra in Context: KLP 6**

## Previously you have learnt



How to form and solve equations relating to area and perimeter. You have looked at the area and perimeter of squares, rectangles, triangles, trapeziums and parallelograms. You have also calculated area and perimeter of compound shapes which use the shapes listed above, and used this knowledge to work with real life problems

## In this unit you will learn



How to identify and draw all of the key parts of a circle. You will learn how to find the area and circumference of a circle and a part circle. You will learn what the value of  $\pi$  represents, and how to apply  $\pi$  to help with different calculations. You will apply your knowledge in composite shapes and real life contexts.

## Key Vocabulary and Terminology



Tier 2: area, semi-circle, angle, formula

Tier 3: radius, diameter, tangent, chord, segment, circumference

## Further Learning



[Parts of a Circle](#)

[Area & Circumference - Exam Questions](#)

[Sectors & Arcs - Exam Questions](#)

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# Student Learning Journey

**Subject: Mathematics Year 10 Data and Statistics: KLP 6**

## Previously you have learnt



How to calculate the mean, median, mode and range of data from a list. How to represent and interpret data using bar charts, pie charts and scatter graphs. How to identify different types of data.

## In this unit you will learn



How to calculate averages from bar charts, stem and leaf diagrams. How to represent and interpret data from frequency tables, and how to estimate averages from grouped data. You will be able to explain why these averages are estimates. You will also be able to compare averages and distributions from different types of bar graphs and charts.

## Key Vocabulary and Terminology



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

Tier 3: discrete and continuous data, outlier, mean, median, mode, measure of central tendency

## Further Learning



[Comparing Distributions](#)

[Averages From Frequency Tables: 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 10 Financial Maths**

## Previously you have learnt



How to apply percentages to increase and decrease amounts. You have learnt to apply this to several contexts, and how to calculate percentage change. You have also learnt how to apply ratio to best buys.

## In this unit you will learn



How to apply the Maths that you have learnt to support your understanding of financial and business applications. This will include how to calculate taxes, how to understand loans and mortgages. You will learn the difference between simple and compound interest, and the impact that these have on your financial decisions.

## Key Vocabulary and Terminology



Tier 2: tax, interest, bank account, exchange rate, loans, mortgages

Tier 3: percentage increase, simple interest, compound interest, best buys, multiplier, appreciation, depreciation

## Further Learning



[Simple & Compound Interest](#)

[Percentage Change](#)

[Best Buys](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Mathematics Year 10 Data and Statistics: KLP 5**

## Previously you have learnt



How to collect and interpret data using different measures. You have represented data in different methods: bar charts, line graphs, scatter graphs, cumulative frequency diagrams and box plot diagrams. You have used these methods to compare and interpret different types of data.

## In this unit you will learn



When it is appropriate to construct a histogram. You will then learn how to construct and interpret histograms from class intervals with both even and uneven class intervals. You will then learn to estimate the mean and median from a histogram, and make interpretations from the data.

## Key Vocabulary and Terminology



Tier 2: data, class, quantitative, qualitative, axis, frequency

Tier 3: Histogram, class width, frequency density

## Further Learning



[Histograms - Explanations](#)

[Histograms - Online Practice](#)

[Histograms GCSE Exam Questions](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Mathematics Year 10 Sequences & Graphs: KLP 6, 7**

## Previously you have learnt



How to plot and interpret linear graphs, in the form  $y=mx+c$  and the form  $ax+by=c$ . You have applied these in different contexts, and been able to interpret the gradient and y-intercept in real life. You have also solved questions relating to straight line graphs and coordinates, including find the equation of a line between two points.

## In this unit you will learn



How to plot non-linear graphs, and how to identify these graphs based on their key features. You will look at quadratics, cubics and circles. You will learn to apply your algebraic skills to find roots, turning points, and points of intersections (where relevant). You will then move onto reciprocal and exponential graphs, and relate them to real life growth and decay contexts.

## Key Vocabulary and Terminology



Tier 2: substitute, gradient, growth, decay

Tier 3: quadratic, cubic, exponential, reciprocal, function, y-intercept, x-intercept, turning point, minimum and maximum points, factorise, asymptote

## Further Learning



[Non-Linear Graphs](#)

[Quadratic Graphs: Examples](#)

[Reciprocal Graphs](#), [Exponential Graphs](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Mathematics Year 10 Ratio and Proportion: KLP 2**

## Previously you have learnt



How to apply ratio to solve a range of problems which involve sharing a quantity. You have learnt to understand ratio as a fraction, and use proportion in real life contexts, including exchanging money, recipes and to calculate value for money. You have also learnt how to apply ratio to scale drawings.

## In this unit you will learn



How to represent proportion graphically. You will learn the difference between direct and inverse proportion. You will start by working with linear proportion, but will then move onto exponential relationships. You will learn how to represent this with algebra, and how to apply algebra in order to solve problems involving proportion.

## Key Vocabulary and Terminology



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

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

## Further Learning



[Proportion using Graphs](#)

[Direct and Inverse Proportion](#)

[Exam Style Questions: Direct and Inverse Proportion](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Music Year 10 GCSE Term 3**

## Previously you have learnt



During Term 2 you spent time looking at the first set work, Badinerie by JS Bach. You have learnt about the orchestration, compositional devices and context of the piece.

Within composition you have been working on a set of variations on a theme, which you will adapt and develop into one of your composition pieces

## In this unit you will learn



During this term you will develop your knowledge of Popular Music, focusing on Jazz and Blues music. You will develop your understanding of structure and harmony withing the two genres, and learn to compose music in the two styles.

## Key Vocabulary and Terminology



Tier 2

Analyse, Compare, Contrast, pedal, interval

Tier 3

Tonic, Dominant, sub-dominant, structure, texture, timbre, sonority, alberti bass, walking bass

## Further Learning



[Film Music – Focus on Sound](#)

[BBC Bitesize – Film Music](#)

## Hatton Character Qualities

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# Student Learning Journey

Subject: PE Year 10 Football

## Previously you have learnt



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

## In this unit you will learn



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.

## Key Vocabulary and Terminology



Tier 2 technique, Communication

Tier 3 positioning, accuracy, distribution

## Further Learning

[Switching play](#)

[Set plays](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Physical Education Year 10 & 11 Rowing**

## Previously you have learnt



How to perform a safe and effective rowing technique to maximise power output. Know if you are better suited to aerobic or anaerobic work. You are able to maintain a steady pace and power output. Perform Circuit training using a rower, which will improve fitness for rowing

## In this unit you will learn



How to work safely and effectively as a team, you will also learn to gain a PB for 200m sprint. Understand how to transition quickly from 1 performer to another to complete team challenges and complete a 4 minute row PB – Can you achieve bronze, silver or gold?

## 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](#)

[Team challenge transition](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: RS, Year 10, How does geographical heritage influence religious views?**

## Previously you have learnt



Previously you have considered philosophical concepts around God's existence, and have looked at different views about the nature of God. You have considered 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 different places around the world and consider how the geographical and historical heritage of a country or location can have significant influence on the worldviews and beliefs of people from that place. Exploring the links between culture and faith understanding the way belief transcends and evolves over time. You will consider the denominations of Orthodox Christianity and will also learn about Amish and Mormon faiths.

## Key Vocabulary and Terminology



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

**Tier 3:** Cultural appropriation, Monk, Orthodox, Liberal, Fundamentalism, Eucharist, Sacraments, monasticism, secularisation.

## Further Learning



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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 10 Biology CB8 Exchange and Transport in Animals**

## Previously you have learnt



In Year 7, you learnt about the structure of animal cells and how specialised cells are related to their functions. You also learnt about the respiratory system and circulatory systems. In Year 8, you learnt about respiration. In Year 9, you developed your knowledge of specialised cells.

## In this unit you will learn



To explain the need for efficient exchange and transport systems, explain how the circulatory system is adapted for efficient transport, explain the structure and function of the heart, compare aerobic and anaerobic respiration and investigate the rate of respiration in living organisms.

## Key Vocabulary and Terminology



Tier 2: Explain, compare.

Tier 3: Exchange, surface area to volume ratio, erythrocytes, phagocytes, lymphocytes, plasma, platelets, cardiac output, stroke volume, cellular respiration, mitochondria, exothermic.

## Further Learning



[BBC Bitesize – Revision Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 10 Chemistry CC14 Rates of Reactions**

## Previously you have learnt



In Year 7, you learnt about a variety of chemical reactions. You have expanded your knowledge of chemical reactions throughout year 8 and 9 too.

## In this unit you will learn



To describe ways to measure and calculate the rate of a chemical reaction, describe what collision theory is and how it explains changes in reaction rate, investigate rate of reaction by gas collection, investigate the effect of temperature on rate of reaction and explain what catalysts are and how they work.

## Key Vocabulary and Terminology



Tier 2: Explain, describe, calculate, investigate, analyse, frequency.

Tier 3: Rate, variable, collision, activation energy, catalyst, enzyme.

## Further Learning



[BBC Bitesize – Rate of Reaction Revision Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 10 Chemistry CC15 Heat Energy Changes**

## Previously you have learnt



In Year 7, you learnt about a variety of chemical reactions. You have expanded your knowledge of chemical reactions throughout year 8 and 9 too. In a previous topic, you learnt about rates of reaction.

## In this unit you will learn



To describe how to differentiate between exothermic and endothermic reactions and explain why some reactions are exothermic whilst others are endothermic.

## Key Vocabulary and Terminology



Tier 2: Describe, explain, differentiate.

Tier 3: Exothermic, endothermic, reaction profile, activation energy,.

## Further Learning



[BBC Bitesize – Heat Energy Changes in Reactions Revision Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

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

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



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

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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Spanish Year 10 – Term 3 – Health**

## Previously you have learnt



In year 7 we have covered the topics hobbies and free time. We have learnt to give opinions about these topics, and use the third person to talk about other people’s hobbies. In year 8 we have covered the topics technology and food. We have learnt to give opinions about these topics, and use different tenses to speak about them.

## In this unit you will learn



How to talk about sport and hobbies in more depth, up level our vocabulary knowledge and improve our fluency. We will learn to understand texts that are more complex and listen to complex soundbites, of people talking about health. We will look at sport and food in Germany. We will learn to understand texts that are more complex and listen to complex soundbites, of people talking about health.

## Key Vocabulary and Terminology



**Tier 2:**, word order, infinitive verb, adjective, separable verb, time phrase, opinions

**Tier3:**

You will be able to answer question like:

*Como es tu dieta?*

*Que hay que hacer para mantener una dieta sana?*

## Further Learning



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

[Spanish KS4 Padlet](#)

## Hatton Character Qualities

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# Student Learning Journey

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

## Previously you have learnt



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

## In this unit you will learn



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

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

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

## Key Vocabulary and Terminology



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

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

## Further Learning



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

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

## Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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