



# Student Learning Journey

**Subject: Art Year 8 Architecture**

## Previously you have learnt



You will have explored two different rotations of Art and Design in year 7. Within both rotations you will have explored a wide selection of artists including, Yayoi Kusama, David Hockney and Andre Derain in the Colour and Pattern rotation and Antoni Gaudi and Steven Wiltshire in your second rotation. You will have explored media processes including, printmaking, collage, clay, colour theory, tonal drawing, watercolour and poster paint.

## In this unit you will learn



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

## Key Vocabulary and Terminology



Tier 2: nature, form, observe

Tier 3: architecture, collage, composition, sculpture

## Further Learning



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

Museum of architecture: [Architecture exhibitions](#)

## Hatton Character Qualities

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

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# Student Learning Journey

**Subject: Art Year 8 Portraiture**

## Previously you have learnt



You will have explored two different rotations of Art and Design in year 7. Within both rotations you will have explored a wide selection of artists including, Yayoi Kusama, David Hockney and Andre Derain in the Colour and Pattern rotation. In the natural form project you worked with the artists; Antoni Gaudi, Van Gogh as well as one of the following artists: Peter Doig, Yuni Yoshida, Anish Kapoor, Rafal Gadowski or Cas Holmes. You will have explored media processes including, printmaking, collage, clay, colour theory, tonal drawing, watercolour and poster paint.

## In this unit you will learn



This unit you will learn about portraiture and build on the skills from year 7. You will learn how to scaffold the face and apply facial features accurately, explore ancient cultures in a personal way and interpret the work of both historical and contemporary portrait artists. You will explore different media such as traditional tonal drawing, dry point monoprint based around portraiture. You will also then in the second part of the rotation work photography, collage, montage, colour and paint. You will study in the second part of the rotation the work of Loui Jover, Bruni Del Zou and Julian Opie who are all contemporary portrait artists.

## Key Vocabulary and Terminology



Tier 2: Explore, analyse, develop, evaluate

Tier 3: Symmetry, Collage, Fragmenting

## Further Learning



The National Portrait Gallery London: [www.npg.org.uk](http://www.npg.org.uk)

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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Year 8 Computer Science Databases**

## Previously you have learnt



How to use spreadsheets to record and analyse/process data

## In this unit you will learn



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

## Key Vocabulary and Terminology



Tier 2: Store, data, design.

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

## Further Learning



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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Drama Year 8 Rotation 1: Anti-social behaviour**

## Previously you have learnt



Drama skills such as Magic 7 and Performance Rules. You have also developed your understanding of creating tension and atmosphere in performance.

## In this unit you will learn



How to use drama techniques to explore the theme of Peer Pressure and Anti-Social Behaviour. You will explore a variety of characters and have an opportunity to create your own Monologue for performance.

## Key Vocabulary and Terminology



**Tier 2:** Voice, Eye Contact, Body Language, Movement, Facial Expression, Gesture, Proxemics, Rehearse, Perform.

**Tier 3:** Role Play, Still Image, Monologue, Thought Tracking, Hot Seating, Freeze-action-freeze, pitch, pace, pause, volume, emphasis, tone, direct address, characterisation.

## Further Learning



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

## Hatton Character Qualities

<b>Resilience</b>	<b>Open Mindedness</b>	<b>Creativity</b>	<b>Responsibility</b>	<b>Empathy</b>
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# Student Learning Journey

**Subject: Design Technology Year 8 Developing Textiles Skills**

## Previously you have learnt



In year 7 you have explored a range of traditional textile techniques from around the world as well as the work of contemporary textile artists such as Liz Payne. You have developed your practical skills, learning how to create repeating patterns using block printing and stencilling as well as a range of hand embroidery stitches.

## In this unit you will learn



In this unit you will develop your technical skills and accuracy through use of the sewing machine. A large emphasis will be placed on safe working practices, time management and quality control. You will also look at industrial processes and careers in the textiles industry. You will learn how to read patterns, produce technical drawings and join and finish materials to a high standard.

## Key Vocabulary and Terminology



Tier 2: Analyse, design, create, explain, identify, accuracy

Tier 3: Fibre, resist dye, grainline, seam

## Further Learning



V&A Museum [Explore The Collections \(vam.ac.uk\)](http://vam.ac.uk)

Hobbycraft Tutorials [Sewing Different Seams Tutorial | Get Started in Sewing](#)

Scene360 [8 Strangely Fascinating and Innovative Fashion Designers](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: English Year 8 Exploration**

## Previously you have learnt



In Year 7 you studied A Midsummer Night's Dream where you looked at how Shakespeare presented Power and Control in strict societies such as Ancient Athens. You explored relationships between characters such as father and daughter relationships and requited and unrequited love. You also learnt about Shakespeare's time at school and what he would've learnt.

## In this unit you will learn



In this unit, you will focus on the theme of Exploration. You will begin by reading a non-fiction book 'Touching the Void' where you will have discussions about explorations gone wrong. You will then begin studying The Tempest by William Shakespeare. You will expand your knowledge of Shakespeare's world looking particularly at travel, the empire and life in Elizabethan society. You will reinforce your knowledge of patriarchy and hierarchy by analysing different relationships in the play. At the same time, you will have the opportunity to create travel writing and practise using prepositional phrases in your work.

## Key Vocabulary and Terminology



**Tier 2:** Exploration, convention, colonisation, patriarchy, hierarchy, tempestuous, status, usurp, naïve, submissive, inferior, superior, manipulate and imperative

**Tier 3:** Elizabethan, Jacobean, conjunctions, preposition, prepositional, soliloquy, comedy, and tragedy

## Further Learning



[The Tempest- Story Summary](#)

[Exploration in Elizabethan England](#)

[Touching the Void- what happened next](#)

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# Student Learning Journey

## 8.2 – Geography - Year 8 - COASTS: A DYNAMIC ENVIRONMENT

### Previously you have learnt



In the last topic, you explored Earth’s natural systems, including the lithosphere, hydrosphere, biosphere, and atmosphere. You studied cycles that shape our planet, such as the rock, water, and carbon cycles, and learned how processes like glaciation shape landscapes. You also looked at the human impact on these systems through activities like deforestation and plastic pollution. This foundational knowledge will support you as we move into new topics, helping you see how Earth's processes connect with human activities and environments around the world.

### In this unit you will learn



This unit will focus on coastal processes such as erosion, transportation, and deposition. You will learn about landforms created by these processes and the human impact on coasts through tourism, development, and pollution. The unit will also explore coastal management strategies, including both hard and soft engineering approaches.

### Key Vocabulary and Terminology



Tier 1: Coasts, Waves, Tides, Erosion, Beaches, Cliffs, Dunes, Pollution, Development, Protection

Tier 2: Erosion, Transportation, Deposition, Landforms, Tourism, Development, Pollution, Coastal management, Hard engineering, Soft engineering, Coastal processes, Coastal landforms, Human impact, Conservation, Rising sea levels, Coastal protection, Natural solutions, Climate impact

### Further Learning



- Explore coastal processes and landforms from the British Geological Survey: [British geographical survey](#)
- Learn about coastal management strategies from the Environment Agency: [Environment agency](#)
- Understand the impact of tourism on coasts from the Marine Conservation Society: [Marine conservation](#)

### Hatton Character Qualities

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# Student Learning Journey

## 8.3 – Geography – Year 8 - AFRICA

### Previously you have learnt



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

### In this unit you will learn



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

### Key Vocabulary and Terminology



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

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

### Further Learning



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

### Hatton Character Qualities

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# Student Learning Journey

## Year 8 German Term 3 Travel

### Previously you have learnt



Last year we have learnt how to give opinions and justify those opinions and vocabulary. Last term we have begun to use the past tense to talk about food. Your phonics knowledge will have improved through reading aloud and speaking activities.

### In this unit you will learn



How to talk about different forms of travel and how to get places. We will learn places in town and directions, using the near future to talk about where we will go to. We will look at public transport in Germany.

### Key Vocabulary and Terminology



**Tier 2:** infinitive verb, perfect past, past participle, verb, near future tense,

**Tier 3:**

You will learn to answer questions like:

*Wo ist der Bahnhof?*

*Wie bist du gefahren?*

### Further Learning



Please look at our department Padlet under Y8 Unit 3. Here you will find links to learning sites plus all of the vocabulary in our sentence builders.

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

### Hatton Character Qualities

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# Student Learning Journey

**Subject: History Year 8 The Industrial Revolution**

## Previously you have learnt



In primary school and in Year 7 what life was like in society for ordinary civilians across a number of different time periods, such as Medieval England, Tudor England, and in Year 8, Stuart England. You have also learnt about the changes to society across these time periods, how the roles of men, women, and children changed, and the factors that influenced these changes to their daily lives.

## In this unit you will learn



What caused the Industrial Revolution in Britain, the importance of the Agricultural Revolution in allowing the Industrial Revolution to happen, the influence the Enlightenment on the Industrial Revolution, and the consequences of the Industrial Revolution. You will also learn about the impact that the Industrial Revolution had on the growth and major towns and cities in Britain, how it led to new inventions that shaped the country, and the impact of social classes across the country.

## Key Vocabulary and Terminology



**Tier 2:**

Industry, factory, worker, transport, invention

**Tier 3:**

Capitalism, social consequences, economic consequences, political consequence

## Further Learning



[The Industrial Revolution](#)

[Industrial Revolution Britain](#)

[Historic England](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Life Skills Year 8 Discrimination, Identity and Managing Relationships**

## Previously you have learnt



In Year 7, you cover relationships with peers and families, you will have learned what it takes to be a good friend and you will know what makes an unsafe relationship or friendship. You learned the basics of consent and why it's important that you respect personal space. You will also have had an assembly to learn the laws around consent as well as the internal consequences of not being respectful to others. You also learned what bullying is and why it's unkind. This year you have had lessons which focused on emotional wellbeing, careers, online safety and human rights.

## In this unit you will learn



About healthy friendships, and why we must recognise if a relationship is not healthy both in person and online. You will discuss what you can do to help yourself if this is the case and be signposted to where you can get support. You will learn about diversity and why it's important to celebrate our differences as well as the issues surrounding discrimination and the impact that this can have on how someone sees themselves. You will also look at why it's important not to stereotype. You will also learn what radicalisation and terrorism are and how to recognise the triggers that might push someone to such extreme behaviour.

## Key Vocabulary and Terminology



**Tier 2:** Discuss, identify, explain, analyse, think, pair share, friendship,

**Tier 3:** Extremism, terrorism, stereotype, frenemies, toxic friendship groups, genuine friendships, permission, consent, capacity, non-verbal cues, disability, ethnicity, ableism, diversity.

## Further Learning



[Young Minds](#)

<https://www.bbc.co.uk/bitesize/topics/znbrpg8/articles/z42khhbk>

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Mathematics Year 8 3D Shapes**

## Previously you have learnt



In primary school to recognise 3D shapes from their nets, understand what volume is, used cubes to count it and calculate the volume of a cuboid.  
In Year 7 you learnt to convert between area and volume measures, to apply your knowledge of solving equations to calculate missing lengths and/or area when given the volume of prisms.

## In this unit you will learn



To consolidate and extend your knowledge of 3-D shapes, recognise their properties, and be able to describe them in words and by drawing. You will be able calculate the volume and surface area of cubes and cuboids and more complex prisms.

## Key Vocabulary and Terminology



Tier 2: Estimate, scales, area, shaded, volume, measures, metric, record, units, calculate, context, accuracy, imperial, regular, abbreviations, triangle, trapezium, recognise,

Tier 3: formulae, fraction, perimeter, polygons, vertices, surface area

## Further Learning



[NRich Short Problems, Perimeter, Area and Volume](#)

[NRich Short Problems, 3D Shapes](#)

[NRich Cuboid Challenge](#)

[NRich Can they be equal Problem](#)

## Hatton Character Qualities

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

**Subject: Mathematics Year 8 Ratio and Proportion**

## Previously you have learnt



In Year 7 to read, write and interpret ratios including the relationship between ratios and fractions. You learnt how to write and use ratios in unitary form and share quantities in a given ratio. You have also learnt to solve problems involving direct proportion such as best buy problems.

## In this unit you will learn



To solve ratio problems involving being given the difference, finding the whole or other part(s). You will also learn to solve problems involving direct proportion such as exchange rates, recipe problems and extend into solving inverse proportion problems.

## Key Vocabulary and Terminology



Tier 2: simplify, quantity, express, equivalent, part, whole, difference, exchange, inverse

Tier 3: ratio, unitary form, proportion, fraction, scale factor

## Further Learning



[Don Steward, What's the question](#)

[Dr Frost, Ratio and Proportion Problems](#)

[Oak National Academy Lessons](#)

[UKMT Maths Challenge Junior](#) questions are a great source to deepen your understanding.

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Music Year 8 Rotation 1**

## Previously you have learnt



In Year 7 you learnt about music notation for **rhythm** and **pitch**, how to compose a melody using the **Pentatonic Scale**, and how to create a series of **variations** using **Texture, Timbre, Pitch, Rhythm and Dynamics**.

You developed your listening and analysis skills through **Gamelan** music, and listening to music from the **Western Classical Tradition**

## In this unit you will learn



You are going to develop your **listening and appraising** skills, and **performance** skills through the 12 Bar Blues, and will **compose** music for film clips in a variety of genres.

You will also develop your ensemble performance skills by **rehearsing** and **performing** a popular song within a small group environment

## Key Vocabulary and Terminology



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

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

## Further Learning



Focus On Sound

[12 Bar Blues](#)   [Pop Song Structure](#)   [Dynamics](#)

## Hatton Character Qualities

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

Subject: PE Year 8 Football

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



Tier 2 Communication, Tackle  
Tier 3 Technique, Tactics, Positioning

## Further Learning

[Turning Drill](#)  
[Passing and Moving](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Physical Education Year 8 & 9 Rowing**

## Previously you have learnt



How to be safe whilst using and setting up machine. An awareness of all the machine parts. Demonstrate the correct rowing technique. Knowledge of the muscle groups used in rowing and controlling strokes per minute.

## In this unit you will learn



You will learn to improve fitness for rowing whilst performing a safe and effective rowing technique to maximise power output. You will learn if you better suited to aerobic or anaerobic work. You will continue to demonstrate and maintain a steady pace and power output whilst Circuit training using a rower.

## Key Vocabulary and Terminology



Tier 1: Start (catch), Drive, Finish, Recovery

Tier 2: Aerobic and anaerobic, power output, strokes, flywheel

## Further Learning



[Indoor rowing technique](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Physical Education Year 8 Volleyball**

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



Tier 2: teamwork, communication, movement, height.

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

## Further Learning



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

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

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

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

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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: RE, Year 8, Does Buddhism have the answer to life's challenges?**

## Previously you have learnt



Knowledge of key concepts of stewardship, authority and nature of God, with examples from previous two units to each category. Developed knowledge of stewardship from the environment unit. Also knowledge of dominion. Basic knowledge of Buddhism and early life of Buddha, Jesus' crucifixion and resurrection and knowledge of what humanism is from year 7 founders unit.

## In this unit you will learn



Detailed knowledge of specific aspects of Buddhism including the four noble truths, five precepts, kamma and the noble eightfold path. Application of the declaration of human rights. This investigative unit is designed to apply religious beliefs to contemporary issues. We are looking to get students considering the world around them and how they can use what they learn for the betterment of themselves and others.

## Key Vocabulary and Terminology



**Tier 2:** Challenge, meditation, suffering, lotus flower, truth

**Tier 3:** Kamma, moral/natural suffering, ascetic, precepts, eightfold path

## Further Learning



Examples of videos used in topic:

[Buddhist beliefs about suffering - Higher Religious, moral and philosophical studies - BBC Bitesize](#)

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# Student Learning Journey

**Subject: Science Year 8 Biology 8B3 Organism Processes**

## Previously you have learnt



In primary school, you identified the different parts of flowering plants and explored what plants need to grow and reproduce.

## In this unit you will learn



To describe what is needed for photosynthesis, investigate the effect of light on photosynthesis, describe how plants reproduce, describe the process of aerobic respiration and compare aerobic and anaerobic respiration.

## Key Vocabulary and Terminology



Tier 2: Describe, investigate, reproduce, process, compare.

Tier 3: Photosynthesis, chloroplast, respiration, aerobic, anaerobic.

## Further Learning



[BBC Bitesize – Respiration and Photosynthesis Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 8 Chemistry 8C3 Reactions of Metals**

## Previously you have learnt



In Year 7, you learnt how to classify chemical reactions, name chemical formula and write word and symbol equations, as well as observing some chemical reactions. Earlier this year, you learnt to classify acids and the importance of the pH scale.

## In this unit you will learn



To explain the reactions of metals with oxygen, water and acids. You will also learn to explain displacement reactions and explain how metals are extracted from their ores.

## Key Vocabulary and Terminology



Tier 2: Reaction, metal, explain, extract, observation.

Tier 3: Displacement, ore.

## Further Learning



[BBC Bitesize - Reactions Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Spanish T3 Year 8 El Viaje (Travel)**

## Previously you have learnt



Last year we have learnt how to give opinions and justify those opinions and vocabulary. Last term we have begun to use the past tense to talk about food. Your phonics knowledge will have improved through reading aloud and speaking activities.

## In this unit you will learn



How to talk about different forms of travel and how to get places. We will learn places in town and directions, using the near future to talk about where we will go. We will look at public transport in Spain.

You will be able to answer questions such as ¿Cómo es tu ciudad? (How is your city?)  
You will be learning vocab such as viajar, avión, coche, barco, ayer, hoy etc

## Key Vocabulary and Terminology



**Tier 2** Using poder, Combining three tenses

**Tier 3** ¿Cómo es tu ciudad? Describe donde vives.

## Further Learning



Please look at our department Padlet under Y8 Unit 1: You will be able to access all the necessary vocabulary via the below link to MFL Padlet.

[KS3 Spanish](#)

## Hatton Character Qualities

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