



# Student Learning Journey

**Subject: Art. Year 11 Term 3 + 4 NEA 2 – Externally Set Assignment (ESA)**

## 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. Your yr11 project from terms 1+2 along with yr10 structures work will contribute 60% of the final GCSE grade.

## In this unit you will learn



How to develop your selected theme (from the set exam paper) with independence and whilst demonstrating your own visual journey to meet all 4 of the assessment objectives. You will record your thoughts, ideas and creativity with a curious and explorative mind.

You will learn how to manage your time effectively and you will need to show your ability to work through an idea through to the end of the assessment with 2 days (10 hours) of exam.

## Key Vocabulary and Terminology



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

Tier 3: printing, etching, stitch, paper cut, photography, primary observation, photo / digital manipulation

Add more to your list that are relevant to your own project and outcome

## Further Learning



[Tate education website](#)

[BBC Bitesize website](#)

## 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

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# Student Learning Journey

**Subject: Business Year 11      Operations Revision**

## 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](#)

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# Student Learning Journey

**Subject: Computer Science Year 11 Programming Project**

## Previously you have learnt



To program in python in Year 9 and in Year 10 you completed an extended programming project.

## In this unit you will learn



In this unit you will further develop your skills in planning and writing a large programming project in Python.

## Key Vocabulary and Terminology



Tier 2: Write, create, call, return

Tier 3: Variables, constants, operators, inputs, outputs, assignment, sequence, selection, iteration, arithmetic operators, Boolean operators, AND, OR, NOT, ==, !=, <, <=, >, >=, +, -, \*, /, MOD, DIV, ^, exponentiation, data types, integer, real, Boolean, character, string, casting, string manipulation, file handling, open, read, write, close, records, SQL, arrays.

## Further Learning



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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Drama Year 11 Term Three: 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](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Hospitality and Catering Year 11**

## Previously you have learnt



Term 1 and 2 you have developed your understanding of the different types of employment roles and responsibilities within the industry. You learnt 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 have explored preparation and cooking skills through the development of cooking dishes for fine dining.

## In this unit you will learn



This term you should know and understand the control measures to prevent food-induced ill health: Cross contamination, Correct temperature in delivery, storage, preparation and service and Physical contamination. You will study the roles and responsibilities of the Environmental Health Officer in hospitality and catering provision. Develop tea part food to showcase preparation, cooking and presentation skills.

## Key Vocabulary and Terminology



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

Tier 3: Core temperature, Hot holding, Physical contamination

## Further Learning



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

Website: [WJEC H&C](#) Videos: [Food introduce illness](#)

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 Specialist 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 the raw materials of woods, metals and plastics, the environmental impact of processing and manufacturing materials, forces and stresses and finishing techniques.

## In this unit you will learn



In this unit you will consolidate and develop your learning and understanding of forces and stresses, ecological and social footprint, sources and origins of materials, material stock forms and types and sizes, scales of production, specialist techniques and processes and surface treatments and finishes. 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, explain, analyse, state, compare, contrast

Tier 3: ecological footprint, social footprint, stock forms, scales of production, treatments and finishes

## Further Learning



BBC Bitesize: [Specialist Technical Principles](#)

Technology Student: [Specialist Technical Principles](#)

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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Textiles Year 11 Exam unit**

## Previously you have learnt



Throughout this course, you have developed a wide range of practical skills, mastering both decorative and technical processes. You have learnt how to research and develop work in response to a theme or client brief and how to research the work of contemporary and traditional designers and textile artists through practical exploration. 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 in digital format.

## In this unit you will learn



In this unit, you will apply your skills and knowledge to produce work in response to a client brief set by the exam board. You will work through a series of tasks beginning with research, idea generation and development. You will then complete a development review and make a final outcome in exam conditions. Finally, you will create a digital portfolio presenting the work you have produced in response to the set brief. This is the final unit of work in your textiles course and makes up 40% of your overall grade.

## Key Vocabulary and Terminology



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

Tier 3: 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](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: English Year 11 A Christmas Carol by Charles Dickens - Revision**

## Previously you have learnt



In Year 7, you will have covered Oliver Twist with links to Victorian 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> Century. In Year 9, you will have covered memoirs of different voices from different backgrounds.

In Year 10 you studied the whole text, and will now revise it.

## In this unit you will learn



Ways to approach Dickens and 19th century literature. You will explore the hallmarks of 19th century and Dickensian literature, exploring how meanings within it are shaped. You will learn clear, concise and critical arguments that explore layers of meaning and a range of perspective. You will explore the contexts that shaped the novella, looking at 19th century and Victorian values, traditions, events, beliefs and features. You will explore how these might have shaped the novel; you will also explore the ways in which the novella can and perhaps should be perceived in your context of reception.

## Key Vocabulary and Terminology



**Tier 2:** Victorian, poverty, allegory, moralistic, miser, covetous, hyperbole, dejection, degradation, caricature, didactic, diatribe, irony, satire, syntax, characterisation, analogue

**Tier 3:** Malthusianism, macabre, damascene conversion, magniloquent narration, parsimony

## Further Learning



[Massolit: A Christmas Carol](#)

[The Complete Original Text Online](#)

[A Christmas Carol Audiobook Online](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: English Year 11 An Inspector Calls by J B Priestley - Revision**

## Previously you have learnt



In Year 7, you will have studied Oliver Twist. 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 Year 10 you studied this play in full, and you will now revise your learning.

## 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](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject:** Year 11 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.

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## 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](https://d3kp6tphcrvm0s.cloudfront.net/wjec22-23_2-5/0/5)

YouTube revision playlist -

<https://www.youtube.com/watch?v=hzed0ZMufJQ&list=PLdVUvyQLPgRZPGOAdGhGjxbPkC-I3OtaI>

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](https://www.loc.gov/static/programs/national-film-preservation-board/documents/invasion_body.pdf)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Challenges of the Urban Environment - RECAP**

## Previously you have learnt



In the previous unit, you delved into the global distribution and characteristics of various ecosystems, including tropical rainforests, coral reefs, and deserts. You learnt about the concept of biodiversity and why it is crucial for ecosystem health and resilience. The unit covered the interdependence within ecosystems, focusing on the relationships between climate, soil, water, plants, and animals. You also explored the human impacts on these ecosystems, focusing particularly on Rainforests and Deserts and activities such as logging, mining, and tourism. We finished this unit by looking at how we can manage and protect these environments sustainably.

## In this unit you will learn



This module is about A case study of a major city in an LIC or NEE to illustrate the location and importance of the city, regionally, nationally and internationally. Students will also look at the causes of growth, including natural increase and migration how urban growth has created opportunities. Students will also examine how urban industrial areas can be a stimulus for economic development and how urban growth has created challenges.

## Key Vocabulary and Terminology



Tier 2: industrialisation, regeneration, migration, social, economic, environmental, energy, food, water

Tier 3: urbanisation, push/pull factors, deindustrialisation, rural-urban migration, counter-urbanisation, HIC, LIC, NEE, employment, brownfield, greenfield, green belt, deprivation, informal settlement, informal employment

## Further Learning



[Urban issues and challenges](#)

## Hatton Character Qualities

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## YEAR 10 – GCSE GEOGRAPHY – URBAN ISSUES AND CHALLENGES -PART 1

KEY IDEA	REVIEW QUESTIONS			
TECTONIC HAZARDS				
<p>A) A growing percentage of the <u>worlds</u> population lives in urban areas</p>	<ol style="list-style-type: none"> <li>1) The global pattern of urban change</li> <li>2) Urban trends in different parts of the world including HICs and LICs</li> <li>3) Factors affecting the rate of urbanisation – migration (push and pull factors), natural increases</li> <li>4) The emergence of megacities.</li> </ol>			
<p>B) Urban growth creates opportunities and challenges for cities in LICs and NEEs</p>	<p>A CASE STUDY of a major city in an LIC or NEE to illustrate:</p> <ol style="list-style-type: none"> <li>1) The location and importance of the city, regionally, nationally and internationally</li> <li>2) Causes of growth; natural increase and migration</li> <li>3) How urban growth has created opportunities to social: access to services- health and education; access to resources – water supply, energy; economic – how urban industrial areas can be a stimulus for economic development.</li> <li>4) How urban growth has created challenges:                             <ul style="list-style-type: none"> <li>Managing urban growth – slums &amp; squatter settlements</li> <li>Providing clean water, sanitation systems and energy.</li> <li>Providing access to services – health and education.</li> <li>Managing environmental issues – waster disposal, air and water pollution, traffic congestion.</li> </ul> </li> <li>5) An example of how urban planning is improving the quality of life for the urban poor.</li> </ol>			

TOPIC REVIEW, STUDENT COMMENTS.



# Student Learning Journey

## GCSE GEOGRAPHY – PAPER 1 – GLOBAL HAZARDS

### Previously you have learnt



Previously, you studied *Climate Change*, examining its causes, such as greenhouse gas emissions, and its impacts on global weather patterns and ecosystems. You explored how climate change affects communities differently across the world, with some areas more vulnerable to rising temperatures and extreme weather events. Additionally, you learned about *Development*, exploring the factors that contribute to economic and social progress in different countries. Understanding development helps explain why some regions have more resources to manage environmental challenges than others.

### In this unit you will learn



In this topic, *Global Hazards*, you will investigate natural hazards like earthquakes, volcanoes, hurricanes, and droughts. You'll learn about their causes, which areas are most at risk, and how they impact people and landscapes. You will also explore how different countries prepare for and respond to these hazards, considering how levels of development influence a country's resilience and ability to recover. This topic builds on your understanding of how environmental and development factors affect communities facing global hazards.

### Key Vocabulary and Terminology



Tier 1:  
Earthquake, Volcano, Hurricane, Drought, Flood, Landslide, Tsunami, Hazard, Risk, Impact  
Tier 2:  
Tectonic plates, Seismic waves, Magma, Epicenter, Natural disaster, Vulnerability, Resilience, Mitigation, Preparedness, Emergency response, Hazard management, Aftershock, Disaster relief, Plate boundary, Evacuation, Early warning systems

### Further Learning



Offers easy-to-understand resources on natural hazards, including videos, explanations, and quizzes. [Challenge of hazards](#)  
Provides real-time information on hazards like earthquakes and volcanoes, with simple explanations [Hazards](#)  
Features satellite images and articles on natural hazards such as hurricanes and droughts, perfect for visual learning. [NASA Earth Observatory](#)

### Hatton Character Qualities

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# Student Learning Journey

## GCSE GEOGRAPHY – PAPER 1 – GLOBAL HAZARDS

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# Student Learning Journey

**Subject: Term 3 German Y11 Revision**

## Previously you have learnt



In year 8 and 10 Unit 6.2 we have covered the topics and health and also talking about our area in year 10 Unit 5.2 and 11 Unit 7.1. We can confidently speak and write in three timeframes. We have completed our mocks to identify gaps in our knowledge and identify our strengths and weaknesses.

## In this unit you will learn



This term will focus on the speaking mock and identifying our strengths and weaknesses in our speaking skills. We will ensure we understand the success criteria of the photo card and role play tasks. Furthermore, we will begin to revisit past topics to revise for the exam.

## Key Vocabulary and Terminology



Tier 2: reflexive suffixes, conditional tense

Tier 3: We will learn to answer all the questions for our speaking exam. These can be found on the Knowledge Organiser below.

## 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.

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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: History Year 11 Germany Democracy and Dictatorship 1890 - 1945**

## Previously you have learnt



At KS3 about the reasons for the Holocaust, and some of the ways that the Nazis impacted the lives of people under their control. You also learnt about Hitler's global actions during the Second World War, how he was able to conquer most of Europe by 1941, and the eventual fightback by the allied forces.

Last term you also studied Hitler's foreign policy aims in detail.

## In this unit you will learn



How the consequences of World War One changed Germany politically, socially, and economically, focusing your analysis on how Germany changed from authoritarian rule to a democracy, and finally a dictatorship, culminated with World War Two. You will also learn about the rise of socialism under Kaiser Wilhelm II, as well as the policies that were introduced by the Nazis that impacted every person living in Germany, and how the Nazis tried to control every aspect of German life.

## Key Vocabulary and Terminology



### Tier 2:

Depression      Inflation      Government      Prejudice      Genocide

### Tier 3:

Bundesrat      Reichstag      Weltpolitik      Lebensraum      Volksdeutsch

## Further Learning



[BBC Bitesize - Germany](#)

[GCSE Pod - Germany](#)

[Rise of the Nazis](#)

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# Student Learning Journey

**Subject: Digital Information Year 11 - R050 Revision**

## 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



The 6 TA's in the course. You will recap the following units, Design tools, Human Computer Interface, Data and testing, Cyber security, Communication and the Internet of Everything. You will be expected to demonstrate your understanding through questions that require the skills of analysis and evaluation in particular contexts. This unit is assessed by an exam, the exam is 1 hour and 30 minutes.

## Key Vocabulary and Terminology



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

Tier 3: Flowcharts, mind maps, wireframes, Use of data, validation of data, Computer Misuse Act, Copyright, Designs and Patents Act, Data Protection Act, Freedom of Information Act, Cyber security

## Further Learning



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

[KnowItAll Ninja - Gamified homework & revision](#)

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# 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

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

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

<b>Resilience</b>	Open Mindedness	<b>Creativity</b>	<b>Responsibility</b>	Empathy
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# 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

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

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# Student Learning Journey

**Subject: Mathematics Year 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

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# Student Learning Journey

**Subject: Music Year 11 BTEC Term 3**

## Previously you have learnt



Having completed Component 2 during the last term you have developed and demonstrated skills in the Music Industry Professional Standards. You have created two musical products using skills developed throughout the unit and applied these skills in an appropriate manner.

## In this unit you will learn



Term 3 will be the start of Component 3, which is the examined unit of the course. You will be using the skills, knowledge and experience from the two previous components to create a music product which you will need to evaluate and review in exam conditions.

Before starting Component 3 you will have some time to review and refine your skills from Components 1 and 2 to enable you to access the requirements effectively.

## Key Vocabulary and Terminology



Tier 2 – arrange, adapt, manipulate, evolve, develop, improve,

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

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

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# 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

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# 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

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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: Religious Education, Year 11, What should prison feel like?**

## Previously you have learnt



You understand how different religions begin, and ideas of what it means to be religious. You can identify what an atheist perspective is, and understand the key principles of Humanism. You have studied ideas about social justice at length, and understand some religious responses to charity. You can explain why art is such an important part of religious and spiritual self-expression. You have most recently considered questions about whether or not the individual is sovereign over their own bodies in relation to abortion and euthanasia. You are also able to discuss religious attitudes to global wealth distribution.

## In this unit you will learn



You will be considering the role of prisons in modern society. Asking questions such as, 'Is the loss of liberty in the 21<sup>st</sup> century still an appropriate punishment?'. You will be considering the relationship between religion and reformation, and the significant uplift in those prescribing to religion in the prison population. You will also be comparing the UK prison system to that of Norway in some depth.

## Key Vocabulary and Terminology



### Tier 2

Punishment, Prison, Crime, Punishment, Aims of punishment

### Tier 3

Incarceration, Liberty, Reformation, Retribution, Deterrence, Religious Experience

## Further Learning



[A day in the life of a prison officer](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Sociology Year 11 – The Sociology of Social Stratification**

## Previously you have learnt



The sociological explanations of educational differences in achievement and the debates surrounding the nuclear family and crime. Alongside this, you have applied research methods to all three topics 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 issues; how is class measured? Is stratification required in society? How does CAGE impact life chances? How is poverty measured? What is power?

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:** life chances, poverty, class, age, gender, ethnicity, affluent, welfare, power, democracy

**Tier 3:** social stratification, embourgeoisement, authority, deprivation, functionalism, Marxism, feminism, voting systems, relative poverty

## Further Learning



[Social Stratification Flashcards | Quizlet](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Spanish Year 11 Repaso (Revision)**

## Previously you have learnt



In year 8 and 10 Unit 6.2 we have covered the topics and health and also talking about our area in year 10 Unit 5.2 and 11 Unit 7.1. We can confidently speak and write in three timeframes. We have completed our mocks to identify gaps in our knowledge and identify our strengths and weaknesses in reading, listening and writing.

## In this unit you will learn



This term will focus on the speaking mock and identifying our strengths and weaknesses in our speaking skills. We will ensure we understand the success criteria of the photo card and role play tasks. Furthermore, we will begin to revisit past topics to revise for the exam.

## Key Vocabulary and Terminology



**Tier 1** Imperfect tense, Reflexive, Present continuous, imperatives

**Tier 2** ¿Es importante mantenerte en forma? ¿Te entiendes bien con tu familia?

## Further Learning



Please look at our department Padlet KS4  
You can access all the necessary vocabulary via the link below.

[Spanish KS4](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: BTEC Sport Component 1** Preparing Participants to Take Part in Sport and Physical Activity

## Previously you have learnt



To understand how different components of fitness are used in Outdoor Adventurous Activities, team games and fitness activities.

Participate in practical sports sessions that focus on skills and conditioned games, as well as, demonstrating your knowledge and understanding of different sports. Explain the roles and responsibilities of officials

Plan and deliver a sports lesson to a small group of students, including; skills, skills development and conditioned game.

## In this unit you will learn



**Learning outcome A: Explore types and provision of sport and physical activity for different types of participant:** A1 Types and providers of sport and physical activities. A2 Types and needs of sport and physical activity participants. A3 Barriers to participation in sport and physical activity for different types of participant. A4 Methods to address barriers to participation in sport and physical activity for different types of participants. **Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity:**

B1 Different types of sports clothing and equipment required for participation in sport and physical activity. B2 Different types of technology and their benefits to improve sport and physical activity participation and performance. B3 The limitations of using technology in sport and physical activity.

**Learning outcome C: Be able to prepare participants to take part in physical activity:** C1

Planning and delivering a warm-up

## Key Vocabulary and Terminology



**Tier 2:** Sport activities, Describe, Explain, Evaluate, Barriers, Provision, Mobiliser, Preparation

**Tier 3:** Characteristics, Cardiorespiratory, Musculoskeletal, Adapting, Delivering, Justification

## 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

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## Reflection on my learning journey

Read through the “Previously you have learnt” section of your SLJ and, with your partner, prepare to answer this question:

- *How does this unit that we are studying now, relate to previous learning?*
- *How do you think this unit will link to previous units?*
- *Tell me how (add in here a previous unit’s name) can support your learning in this unit?*

Your response:

- The unit we are studying now relates to previous learning in that...
  
- I think that this unit will link to the previous units by...
  
- Our previous unit on... helps my learning in this unit as I can use...

Date of diary entry (complete	Key things I have learned during this term.	Questions I have for the teacher and their response.	Confidence levels with this terms topics.
			



How have this terms PE sessions built on my knowledge and skills from last term (complete at the end of the term)



# Student Learning Journey

**Subject: BTEC Sport - Component 3 A1/A2/A3 (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 **Component 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 (BASSFM):** Aerobic endurance, muscular endurance, muscular strength, speed, flexibility and body composition. **Components of Skill related fitness (CRABP):** Power, agility, reaction time, balance and coordination. A2 Fitness training principles and how they can be applied to training programmes: **Basic principles of training (FITT) & Additional Principles of Training (SPORTAIR).** A3 Exercise intensity: Heart rate intensity, Target zones, MHR, The Borg Scale – Rating of perceived exertion, 1RM, 15 RM and technology to measure intensity

## Key Vocabulary and Terminology



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

Frequency, intensity, time & Type. Specificity, Progressive-overload, Variation, Tedium, adaptation, reversibility, individual needs & rest and recovery

Perceived Exertion

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

Further I



[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

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# Student Learning Journey

**Subject: Mathematics Year 11 Exam Preparation**

## Previously you have learnt



The complete the GCSE Statistics Course. The GCSE Statistics is split into 8 units: Collection of Data, Processing, Representing and Analysing Data, Measures of Central Tendency, Scatter Diagrams and Correlation, Time Series, Probability, Index Numbers and Probability Distribution. 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](#)

[Revision Resources](#)

[Revision Notes](#)

## Hatton Character Qualities

<b>Resilience</b>	Open Mindedness	<b>Creativity</b>	Responsibility	Empathy
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