



# Student Learning Journey

**Subject: Art Year 9 Everyday Objects**

## Previously you have learnt



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

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

## In this unit you will learn



How to use a wider range of media based on the theme of everyday objects. You will explore this theme in depth, developing GCSE standard mindmaps and moodboards at the start of the project. You will develop a GCSE style sketchbook, and look at other portfolios to enhance your understanding of the AO criteria. This term you will work in media you have not used before such as mono printing and lino printing.

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

## Key Vo



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

Tier 3: etching, lino printing, tonal value, mono printing

## Further Learning



Tate modern: [Everyday objects](#)

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

## Hatton Character Qualities

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

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# Student Learning Journey

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

## Previously you have learnt



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

## In this unit you will learn



Creative and expressive methods of mark-making using a wider range of media based on Cultural Masks. You will explore the influence and traditions associated with Mask-making and how to effectively translate these ideas/designs into your own. You will explore the meaning, beliefs, and rituals that go alongside the masks. You will embed your creative process through prior knowledge of drawing/painting methods, colour theory, shape, and form to express an individual response when designing and making your own mask. You will consider your personal beliefs, heritage, and meanings to inform your final sculptural concept.

## Key Vocabulary and Terminology



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

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

## Further Learning



Tate modern: [Masks and Cultures](#)

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

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# Student Learning Journey

**Subject: Business Year 9 Stakeholders, Location, Business Planning**

## Previously you have learnt



Students will have learnt about entrepreneurs, we will have discussed the size of the business and in this unit, we will learn about each of the legal structures. From previous knowledge of what a business looks like, what makes someone want to start a business, you will have researched types of business owners and the business they have started and grown.

## In this unit you will learn



**Stakeholders:** You will learn about the different types of internal and external stakeholders and how the decision each stakeholder makes will impact a business. You will also discuss how there can be conflict between stakeholders and it can be resolved.

**Location:** why is location important and the factors that affect location such costs, sales and image.

**Business planning:** you will learn about the purpose of business planning, the main sections within a business plan and the basic financial terms used.

## Key Vocabulary and Terminology



Tier 2: List, research, search, identify, define, describe, analyse, Profit, Not for Profit.

Tier 3: Shareholders, stakeholders, Liability, internal, external, proximity, labour, competition, incentive, revenue, costs, profit, uncertainty.

## Further Learning



[Stakeholders | What is a Stakeholder? - YouTube](#)

[Business location](#)

[The role and importance of a business plan](#)

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# Student Learning Journey

**Subject: Computer Science Year 9 Tkinter (Python Programming)**

## Previously you have learnt



How to program in Small basic and Greenfoot. You will have learnt the basic and advanced features of programming in Python such as sequence selection and iteration (basic) and array, file handling and subroutines (advanced).

## In this unit you will learn



How to do visual programming in Python using the TKinter visual environment. The visual skills are not specific for the GCSE, however, they are a lot of fun and allow you to continue practicing the skills you learnt in the previous unit. You will be creating several mini projects including a smiley face, a colour chooser and a simple calculator.

## Key Vocabulary and Terminology



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

Tier 3: Variables, constants, operators, inputs, outputs, assignment, sequence, selection, iteration, arithmetic operators, Boolean operators, data types, integer, real, Boolean, character, string, casting, string manipulation, file handling, SQL, arrays.

## Further Learning



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

[Learn Tkinter in 20 Minutes](#)

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# Student Learning Journey

**Subject: Drama Year 9 Term 3: Exploring a Script (Blood Brothers)**

## Previously you have learnt



How to explore a range of drama skills that have become your tool kit for devising theatre. You have explored Warden X as a stimulus and developed your own theatre.

## In this unit you will learn



How to practically explore a Script with a focus on Themes, Characters and Performance Ideas. You will have an opportunity to do exam style questions about the text as well as rehearse sections for a practical style examination.

## Key Vocabulary and Terminology



**Tier 2:** Space, Voice, Eye Contact, Body Language, Movement, Facial Expression, Gesture, Posture, Accent

**Tier 3:** Narrative, Tension, Dramatic Irony, Aside, Narrator, Dramatic climax, Rising Action, Falling Action, Inciting Moment, Resolution, Conflict, Denouement, Breaking the Fourth Wall, conventions, character journey, inequality, theme.

## 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](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Year 9 Cooking and Nutrition- Rotation**

## Previously you have learnt



You have learnt about the Eat-well guide and how to maintain a healthy diet. The function of different ingredients in different products. You have made a variety of dishes which develop your practical cooking skills. You have worked as part of a team practicing hygiene and safety in the kitchen.

## In this unit you will learn



You will learn to Identify and discuss the main requirement of food to be sold at a festival. The importance of harvest time and its traditions. Making products that represent different types of harvest. To know how to plan, prepare and cook a meal suitable for a chosen festival and calculate the costing of chosen product.

## Key Vocabulary and Terminology



Tier 2: Analyse, Describe, and Explain

Tier 3: Festival, Harvest

## Further Learning



Textbook: [Festival Catering: How to do it right](#) article

[Videos: Festival event](#)

[BBC Bitesize: Food and Nutrition](#)

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# Student Learning Journey

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

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

Tier 3 Words; Ratings, factors, Provision

## Further Learning



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

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

BBC Bitesize: [Hospitality and Catering](#)

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# Student Learning Journey

**Subject: Design and Technology (RM) Year 9 Plastics: Materials and Applications**

## Previously you have learnt



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

## In this unit you will learn



During this unit you will learn about the working characteristics and properties of plastics. You will also learn about the stock forms of plastics and how different forming methods are used to create different plastic products.

## Key Vocabulary and Terminology



Tier 2: analyse, explain, discuss, design

Tier 3: thermosetting, thermoforming, vacuum forming, strip heater, injection moulding

## Further Learning



BBC Bitesize: [Plastic materials](#)

Technology Student: [Working with Plastics](#)

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

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# Student Learning Journey

**Subject: Textiles Year 9 Introduction to Garment Making**

## Previously you have learnt



During the first two terms of this course, you have been introduced to a wide range of surface pattern techniques. You have explored colour, pattern, texture and line through printing, dyeing, and machine-based techniques such as free motion embroidery and fabric manipulation. You have completed practical investigations into the work of a range of contemporary and traditional fashion designers and textile artists and learnt how to organize and present your work effectively.

## In this unit you will learn



In this unit you will be introduced the key technical skills required to manufacture garments to a high standard. You will learn how to take body measurements, read pattern markings, create layplans and cut and prepare fabric. You will further develop your ability to use the sewing machine with accuracy and control, learning how to join and finish fabrics, including safe use of the overlocker. The focus of this unit will be technical precision and quality control.

## Key Vocabulary and Terminology



Tier 2: plan, manufacture, accuracy, garment, quality

Tier 3: layplan, grainline, notch, tailor tack, dart, seam, hem, press

## Further Learning



Tilly and the buttons [Video tutorials](#)

The Fold Line [Pattern symbols](#)

Victoria & Albert Museum [Sew your own Mary Quant style Mini-Dress](#)

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# Student Learning Journey

**Subject: English Year 9 Voices**

## Previously you have learnt



So far, you have explored many different voices throughout literature including the voice of the oppressed in *The Tempest*, the voice of the underclass in *Oliver Twist* and the complex voice of female characters in *Macbeth* and *A Midsummer Night's Dream*.

## In this unit you will learn



In this unit, you will explore different voices through non-fiction memoirs and fiction stories. You will begin by reading *The Art of Being Normal* where you will discuss the idea of gender roles in modern society. You will then study the non-fiction memoirs and analyse how language is used to showcase the voice of the oppressed. Finally, you will study famous literature such as *Anita and Me* and *The Handmaid's Tale* to explore voice within fiction writing. Alongside this, you will continue to develop your writing craft by practising persuasive writing by using the CDAFORREST methods.

## Key Vocabulary and Terminology



**Tier 2:** Universal experience, culpability, deprived, margins, vulnerable, affluent, systematically, advocate, heritage, culture, suppressed, radical and injustice.

**Tier 3:** Memoir, non-fiction, fiction, metaphor, utopia, dystopia, chiasmus, fact, opinion, emotive language and anecdote.

## Further Learning



[Books in the Life of- Kerry Hudson](#)

[Lemn Sissay speaks in Parliament](#)

[A Conversation with Margaret Atwood](#)

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# Student Learning Journey

## 9.2 – Geography - Year 9 – Population and Migration

### Previously you have learnt



In the last topic, you explored the concept of extreme environments, examining some of Earth's most challenging places, such as cold environments, and deserts. You learned where these environments are located, how animals and people have adapted to survive in these harsh conditions; and how humans interact with these ecosystems for resources, tourism, and other purposes. You had a specific focus on assessing the impacts of development in places such as Svalbard and the Mojave Desert. In this new unit you will be utilising the skills that you have gained in describing and interpreting maps and graphs as we look at how populations of different countries change over time; and assessing impacts as we look at the impacts of population change.

### In this unit you will learn



This unit will focus on global and national population distribution and variations, population change models and pyramids, and the impacts of migration. You will learn about how to represent populations on graphs and how populations vary from place to place. You will learn about youthful and ageing populations and about types of migration from economic migrants to refugees. You will develop your skills in interpreting maps and graphs and assessing impacts of change.

### Key Vocabulary and Terminology



Tier 1: Migration, impacts, economic, social, environmental, causes, development, population

Tier 2: Population distribution, population density, population pyramids, demographic transition, youthful population, ageing population, forced migration, economic migration, host country, source country

### Further Learning



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

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

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# Student Learning Journey

## 9.3- Geography - Year 9 – Climate Change

### Previously you have learnt



In the last topic, you explored population and migration, examining global population distribution, change models, and how populations grow and move. You learned about the factors that drive migration, the impacts of migration on origin and destination countries, and the challenges posed by urbanisation and sustainable city planning. This understanding of how people are distributed across the world and the factors influencing their movement will help you as we explore new geographical themes and the interactions between humans and their environments.

### In this unit you will learn



This unit will build on your knowledge of weather, climate, and Earth's systems from previous years. You will explore how we use the planet as a natural resource, our dependency on resources like oil and water, and the need for electricity. The unit will delve into the evidence of climate change, its causes and consequences, and the decisions needed to address it.

### Key Vocabulary and Terminology



Tier 1: Climate, Change, Temperature, Weather, Global, Warming, Impact, Emissions

Tier 2: Greenhouse effect, Global warming, Climate change, Natural climate variability, Human-induced climate change, Greenhouse gas emissions, Mitigation, Adaptation, Climate justice, Consequences, Renewable energy, Emission cuts, Global cooperation, Climate policies, Ecosystems, Biodiversity, Carbon footprint, Environmental impact

### Further Learning



Explore evidence and impacts of climate change from NASA: [climate.nasa.gov](https://climate.nasa.gov)  
Learn about mitigation and adaptation strategies from the Intergovernmental Panel on Climate Change: [www.ipcc.ch](http://www.ipcc.ch)  
Understand climate justice from the United Nations Framework Convention on Climate Change: [unfccc.int](http://unfccc.int)

### Hatton Character Qualities

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# Student Learning Journey

**Subject: German Year 9 – Term 3 – Sports**

## 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 sports. We will look at sport in Germany. How to talk about food, music and free time 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 free time.

## Key Vocabulary and Terminology



**Tier 2:** Perfect tense, Opinions, Word order

**Tier 3:** We will learn to use vocabulary to answer questions such as:

*Was machst du in deiner Freizeit? Was ist dein Lieblingssport?*

## Further Learning



Please look at our department Padlet under Y9. Here you can find all the vocabulary plus links to videos and learning sites:

[KS3 German \(padlet.com\)](https://www.padlet.com/KS3German)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Digital Information Year 9 - Human Computer Interface**

## Previously you have learnt



In year 7 and 8; about different types of software and hardware needed in computing. You will have looked at how to create websites and spreadsheet. Last term you will have learnt how to plan for different interfaces.

## In this unit you will learn



You will learn where interfaces are used in the real world including retail, banking, hospitality and the home. You will choose the appropriate hardware and software required for interface. You will choose the appropriate input and output for the interface.

## Key Vocabulary and Terminology



Tier 2: Input, output, advantages, disadvantages,

Tier 3: Interface, gesture, operating system, application, hardware, software

## Further Learning



[User interfaces - Human computer interfaces \(HCI\)](#)

[How to design a good user interface – Helastel](#)

## Hatton Character Qualities

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# Student Learning Journey

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

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



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

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

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# Student Learning Journey

## Lifeskills: Year 9 Healthy Lifestyles

### Previously you have learnt



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

### In this unit you will learn



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

### Key Vocabulary and Terminology



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

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

### Further Learning



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

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

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

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

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# Student Learning Journey

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

## Previously you have learnt



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

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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



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

[Peer pressure | Childline](#)

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

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# Student Learning Journey

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

### Previously you have learnt



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

### In this unit you will learn



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

### Key Vocabulary and Terminology



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

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

### Further Learning



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

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

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

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# Student Learning Journey

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

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



[Converting Fractions Decimals and Percentages](#)

[Fractions of Numbers - Tablet Version](#)

[Percentages in Real Life](#)

[Reverse Percentages - Exam Questions](#)

## Hatton Character Qualities

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# Student Learning Journey

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

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



Tier 2: expression, power, simplify, inverse

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

## Further Learning



[Laws of indices practice questions](#)

[Laws of indices algebra practice](#)

[Negative Indices Questions](#)

## Hatton Character Qualities

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

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# Student Learning Journey

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

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



Tier 2: express, multiply, square, inverse

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

## Further Learning



[Standard Form Practice Questions](#)

[Surds - Examples](#)

[Surds Practice Questions](#)

## Hatton Character Qualities

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# Student Learning Journey

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

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



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

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

[GCSE Pie Charts Questions](#)

## Hatton Character Qualities

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# Student Learning Journey

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

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

Tier 3: hypotenuse, Pythagoras' Theorem, surds

## Further Learning



[Pythagoras' Theorem](#)

[Length of a Line Segment](#)

[3D Pythagoras](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Music Year 9 GCSE Term 3**

## Previously you have learnt



During Term 2 you developed your knowledge of keys, chords and cadences further, developed your knowledge of Western music traditions. You developed your vocabulary for texture, rhythm, meter and tempo, and improved your analysis skills through listening and performance tasks.

You also developed your composition skills with a series of exercises and tasks.

## In this unit you will learn



During this term you will develop your knowledge of AoS 4 – Music for Film. You will be developing your vocabulary around the timbre, texture, leitmotifs and musical contexts alongside your analysis skills.

Within composition lessons you will develop your experience of composing in different keys and for different groups of instruments.

## Key Vocabulary and Terminology



### Tier 2

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

### Tier 3

Conjunct, disjunct, syncopation, off-beat, walking bass, alberti bass

## Further Learning



[Film Music – Focus on Sound](#)

[BBC Bitesize – Film Music](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Music Year 9 Core Rotation**

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

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

## Further Learning



Focus On Sound

[Music Technology](#)

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

[Samba Percussion](#)

## Hatton Character Qualities

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# Student Learning Journey

Subject: PE Year 9 Football

## Previously you have learnt



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

## In this unit you will learn



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

## Key Vocabulary and Terminology



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

## Further Learning

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

## Hatton Character Qualities

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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: Religious Studies, Year 9, Religion and Science**

## Previously you have learnt



What Justice is, and how fairness can be achieved in this life and a potential afterlife. You have applied religious beliefs and scripture to ideas of fairness and justice. You have considered the impact that religion has on our everyday life, whether you are theist, atheist or agnostic. By exploring links between religion and law, religion and music, religion and fashion and religion and sport, you should be able to draw conclusions about how much religion has an impact on your life.

## In this unit you will learn



To consider the relationship between Religion and science, considering religious and Humanist views of medical ethics, artificial intelligence and genetic engineering. This unit examines the concept of the sanctity of life in various contexts. It will respond to the key enquiry question;

*Is the quest for knowledge best served by religion or science?*

## Key Vocabulary and Terminology



**Tier 2:** science, evolution, technology, biology, conception, surveillance, cloning, harm, suffering, compassion

**Tier 3:** fundamental, liberal, soul, free will, sanctity of life, four noble truths

## Further Learning



[Christianity and Science](#)

[What can Buddhism and science can teach each other ?](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 9 Biology CB3 Genetics**

## Previously you have learnt



In Year 7, you learnt about sexual reproduction in humans and the function and structure of egg and sperm cells. In Year 8, you learnt the definition and causes of variation and completed some Punnett squares. You also learnt the structure of DNA.

## In this unit you will learn



To describe what happens in meiosis, describe the structure of DNA, extract DNA from peas, explore inheritance by constructing genetic diagrams, explain inheritance of disease using pedigree charts, explain the causes and effects of gene mutations and analyse the contribution of genes and environment to the variation in a characteristic.

## Key Vocabulary and Terminology



Tier 2: Describe, explain, structure, extract, analyse.

Tier 3: Meiosis, haploid, chromosomes, DNA, double helix, complementary, genes, alleles, dominant, recessive, homozygous, heterozygous, genotype, phenotype, gamete, zygote, Punnett square, family pedigree chart.

## Further Learning



[BBC Bitesize – Genetics Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 9 Physics CP3 Conservation of Energy**

## Previously you have learnt



In Year 8, you learnt about energy stores and transfers as well as resources we use to make electricity.

## In this unit you will learn



To describe the ways in which energy stores can be increased or decreased, calculate kinetic energy and gravitational potential energy, use diagrams to help calculate efficiency, explain ways insulation reduces energy transfer and explain how non-renewable and renewable resources are being used to generate electricity.

## Key Vocabulary and Terminology



Tier 2: Diagram, describe, explain, transfer.

Tier 3: Conservation, energy, efficiency, dissipate, gravitational, kinetic, insulation, conduction, non-renewable, renewable.

## Further Learning



[BBC Bitesize – Conservation of Energy Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Sociology Year 9 – How is Society divided?**

## Previously you have learnt



The different sociological theories that underpin sociological thought. Comparing the features and usefulness of structural theories such as Functionalism, Marxism and Feminism to social action theories.

## In this unit you will learn



How society is divided by process of globalisation and stratification. We will explore examples of inequality by CAGE factors and propose potential solutions. During this unit we will apply our learning to a reading text called Nowhere boy, this will enable us to view stratification in action.

## Key Vocabulary and Terminology



**Tier 2:** Equality, inequality, class, age, gender, ethnicity, poverty, racism, sexism,

**Tier 3:** Globalisation, types of poverty, glass ceiling, migration, CAGE, impacts, stratification, institutional racism, discrimination, charity, social mobility, life chances

## Further Learning



[Are people treated equally?](#)

[How can citizens bring about change?](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Spanish T3 Year 9 El deporte (Sport)**

## 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. We know basic nouns and verbs linked to these topics.

## 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 sports. We will learn how to talk about food, music and free time 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 free time.

## Key Vocabulary and Terminology



**Tier 2** justifications, radical changing verbs, adverbs

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

¿Qué vas a hacer este fin de semana? ¿Cuál es tu comida favorita?

## Further Learning



Please look at our department Padlet under Y9 Unit 3

You will be able to access all the necessary vocabulary via the link below.

[KS3 Spanish](#)

## 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

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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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: Design and Technology (RM) Year 9 Working with Plastics**

## Previously you have learnt



In Key Stage 3 you will have learnt how to mark out, cut and finish materials and basic information about working with and joining timber safely. You will have worked with simple hand tools and used CAD and CAM to produce simple products. So far within year 9 you have learnt practical skills linked to cutting, shaping, forming and joining woods.

## In this unit you will learn



During this unit you will learn how to use hard tools to cut, finish, join and form plastics. You will learn how to use specialist plastic forming equipment such as the strip heater, vacuum former and hot wire cutter. This will accompany learning the theory of plastics.

## Key Vocabulary and Terminology



Tier 2: cutting, finishing, shaping, joining, forming

Tier 3: thermoplastic, thermosetting plastic, vacuum forming, strip heater, hot wire cutter

## Further Learning



BBC Bitesize: [Plastic materials](#)

Technology Student: [Working with Plastics](#)

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

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Statistics – Representing and Analysing Data – Qualitative and Discrete**

## Previously you have learnt



Students should have prior knowledge of some of these topics, as they are encountered at Key Stage 3. In particular bar charts, pie charts and stem and leaf diagrams. Students should also have an awareness that graphs can be used to better represent data. Students should have knowledge of how to use a protractor

## In this unit you will learn



To construct, draw, use and understand: Pictograms; Bar charts; Multiple or composite bar charts for qualitative and discrete data; Vertical line graphs; Stem and leaf diagrams; Venn diagrams; Understand the distinction between well-presented and poorly presented data; Understand the potential for visual misuse, by omission or misrepresentation; Understand how to discover errors in data and recognise data that does not fit a general trend or pattern; Group data into class intervals and be aware of the advantages and implications of doing so.

## Key Vocabulary and Terminology



Frequency, tally, total, pictogram, pie chart, stem and leaf diagram, Venn diagram, histogram, frequency density.

## Further Learning



[Pictograms - Representing data - AQA - GCSE Maths Revision - AQA - BBC Bitesize](#)

[Stem-and-Leaf Plots: How to Find Mean, Median, & Mode \(statology.org\)](#)

[What is a Venn Diagram and When to Use It? - Education \(kidsmartapp.co.uk\)](#)

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