



Student Learning Journey

Subject: Art Year 10 Structures

Previously you have learnt



You will have previously explored a selection of project titles in year 9 including 'Everyday Objects' and 'Human'. A wide selection of media will have been introduced including 3D, printmaking and various painting and drawing techniques. You started the introduction to structures at the start of year 9 and this is now developing on from this initial starting point.

In this unit you will learn



This unit you will further develop your skills through the theme of 'Structure'. You will explore the title in a personal way highlighting your own ideas and interpretations. 3D, printmaking, papercutting, photography and various artist media will be developed in your project linking to your theme. This project will continue to approximately the end of term 4.

Key Vocabulary and Terminology



Tier 2: evaluate, analyse, create, accuracy

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

Further Learning



Tate Gallery: [Structures](#)

Saatchi Gallery: [Structural Artists](#)

Hatton Character Qualities

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

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Student Learning Journey

Subject: Business GCSE Year 10 - Marketing Mix Product, promotion, place

Previously you have learnt



What the marketing mix consists of and how each of the 4 P's impact a business. The students have covered basics of product, price, place and promotion from class discussions and examples used so far.

In this unit you will learn



To define, explain and describe each element of the marketing mix and identify how they are to be used effectively by a business. This term we will focus on product, promotion and place. You will learn about a brand's image and USP, competition, product life cycle, boston matrix. You will also learn about types of promotion, promotional methods and factors that impact the reasons for promotions. Lastly, you will learn about the different channels of distribution used by a business.

Key Vocabulary and Terminology



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

Tier 3: Product design, product differentiation, product portfolio, extension strategies, product life cycle, market growth, market share, location, boston matrix, promotion, persuasive, e commerce, distribution channels

Further Learning



[Product](#)

[Promotion](#)

[Business location](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Computer Science Year 10 Data Representation

Previously you have learnt



In your KS3 lessons on binary you learnt the importance of the 1's and 0's of binary and how computers use this to store numbers

In this unit you will learn



In this unit you will look at how data is stored within a computer and converted into binary. This will include numbers, and how simple maths is done on them, text using multiple storage formats and sound and images. you will also consider how data is compressed

Key Vocabulary and Terminology



Tier 2 : Evaluate, Apply, Link, Describe ,Explain, Expand, Explore, Solve .

Tier 3: Bit, Nibble (4 bits), Byte (8 bits), Kilobyte (1,000 bytes or 1 KB), Megabyte (1,000 KB), Gigabyte (1,000 MB), Terabyte (1,000 GB), Petabyte (1,000 TB), Binary, Denary, Overflow error, Hexadecimal, Binary shifts, Character set, ASCII, Unicode, Pixels, Metadata, Colour depth, Resolution, Sample rate, Bit depth, Compression, Lossy Compression, Lossless Compression.

Further Learning



[GCSE \(J277\) OCR: 1.2 Memory and storage](#) (Videos 7 - 17)

[Computational thinking, algorithms and programming](#)

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Student Learning Journey

Subject: Dance Year 10 Component 1: Exploring the Performing Arts Term 1&2

Previously you have learnt



Last term you started looking at the skills and knowledge needed to support you in your component 1 coursework. Students explored *Within Her Eyes* by James Cousins through a series of workshop-based lessons and theoretical tasks. Students have explored the themes which underpin the set work; this helped to develop students understanding of choreography with references to influences, outcomes and purpose during the theory-based work and workshop lessons.

In this unit you will learn



In this unit, you will complete build upon your skills to support you in your first peice of coursework, component 1, exploring the performing arts. We will also focus on the second piece of professional work. You will use the knowledge from last term and further investigate a professional performing art work as well as exploring the performing arts processes for that set work. This will be explored through a series of practical and theory-based tasks in lessons and set for homework.

Key Vocabulary and Terminology



Tier 2: style, skills, choreographers, dancers, roles and responsibilities, themes, structure, theory.

Tier 3: stylistic qualities, features, creative intentions and purpose, influence, roles and responsibilities, theme, form, structure, narrative, stimulus, contextual influences, collaboration with other practitioners, influences, choreographer, dancer, lighting, set.

Further Learning



Depending on the chosen work go on to the company website and explore the history of the company.

Gain a deeper knowledge of the choreographer's influences on the set work. Re watch the work and try to link this to the movement.

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Student Learning Journey

Subject: Drama Year 10 Term Two: Component 3 Set Text: DNA

Previously you have learnt



How to take a script from page to stage in Year 9 with *Blood Brothers* – specifically focussing on the craft of the actor in terms of vocal and physical skills.

In this unit you will learn



- 1) To understand and practice how to be a 'Theatre Maker': a designer, actor AND director of the play *DNA* by Dennis Kelly, becoming able to write exam answers for Section A of the written examination: specifically 4), 6), 9), 12) and 14) mark responses.
- 2) The skills of critical analysis and evaluation for the Live Theatre section B of the written examination related written examination: specifically 6) and 9) mark responses.

Key Vocabulary and Terminology



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

Tier 3: Pitch, pace, pause, emphasis, volume, intonation, tone, space, body language, posture, gesture, eye contact, movement, facial expression, proxemics, gait, inflection, accent, tension, conflict, climax, rising action, falling action, inciting moment, Freytag's Pyramid, narrative, plot, structure, form, resolution, denouement.

Further Learning



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

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

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Student Learning Journey

Subject: Hospitality and Catering Year 10 Mock NEA

Previously you have learnt



Last term you have been working on your mock Non-Examination Assessment (NEA/coursework). Analysed the assignment brief and recommend one dish for each customer. Assess how the dish meets the nutritional needs of the customers. Explain the impact of cooking methods on the nutritional value of your chosen dishes.

In this unit you will learn



This Term you will continue to work on your Non-Examination Assessment (NEA/coursework). You execute the production of the two dishes by writing a dovetail plan. You will demonstrate how to work safely, follow correct food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities in a practical settings.

Key Vocabulary and Terminology



Tier 2: collate, find, identify, label, state

Tier 3: Hot holding, Organoleptic, Commodity, Dovetail/sequencing.

Further Learning



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

Website: [WJEC H&C](#)

BBC Bitesize: [Hospitality and Catering](#)

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Student Learning Journey

Subject: Design and Technology (RM) Year 10 Clock Project

Previously you have learnt



In years 7-9 you have learned and developed skills in different material areas. You have learnt how to shape form and finish different materials and workshop health and safety. You have looked at the work of different designers, different design strategies and how to develop design ideas and to model prototypes.

In this unit you will learn



In this unit you will learn about the work of Aljoud Lootah or Kusheda Mensah and be inspired by their work to develop your own clock designs. You will learn how to produce 3D card prototypes from 2D drawings and learn how to use jigs and formers to create geometric shapes with accuracy. You will learn and refine your practical skills using hand tools and equipment and will learn how to produce high quality 3D outcomes.

Key Vocabulary and Terminology



Tier 2: design, consider, evaluate, apply, quality, finish, inspire

Tier 3: geometric shapes, prototyping, tolerance, jigs, formers, templates

Further Learning



BBC Bitesize: [Designing](#)

Technology Student: [Forming Plastics](#)

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

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Student Learning Journey

Subject: Design and Technology (RM) Year 10 Energy Generation and Storage

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 Unit 1 of year 10 you looked at new and emerging technologies and the impact this has had on products manufactured and society as a whole. In Science and Geography you will have looked at different methods of energy generation.

In this unit you will learn



In this unit you will learn in depth about the different methods of energy generation and the advantages and disadvantages of using renewable and non-renewable methods to generate power. You will learn about different way to harness and store power and the advantages and disadvantages of these.

Key Vocabulary and Terminology



Tier 2: consider, evaluate, advantages, disadvantages

Tier 3: finite, infinite, nuclear, fossil fuel, potential energy, kinetic energy, kinetic pumped storage, chemical energy storage

Further Learning



BBC Bitesize: [Energy Generation and Storage](#)

Technology Student: [Energy Generation](#)

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

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Student Learning Journey

Subject: Textiles Year 10 Practice Assessment Project (Task 3)

Previously you have learnt



In year 9 you have developed a wide range of practical skills. This includes decorative surface pattern techniques, pattern adaption and garment construction. You have learnt how to collect primary and secondary research and explore the work of contemporary and traditional designers and textile artists. You are able to organise and present your work creatively and effectively. In Term 5 you began your Practice Assessment Project and have successfully used investigation and experimentation to inform your idea generation for the set brief.

In this unit you will learn



In this unit you will focus on Task 3 of the Assessment project, learning how to develop your practical skills through application and review preparing you to begin your live assessment project in Term 2. You will develop practical skills through exploration of materials, techniques and processes relevant to your personal creative intentions and explore a range of methods to review and document this process effectively. You will produce an effective final outcome for your project informed by the research, exploration and idea generation completed in Tasks 1&2.

Key Vocabulary and Terminology



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

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

Further Learning



Victoria and Albert Museum [Fashion collection](#)

Textile Artists [Contemporary Textile artists](#)

BBC Bitesize [The creative process](#)

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Student Learning Journey

Subject: English Year 10 A Christmas Carol by Charles Dickens

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 19th Century.

In Year 9, you will have covered memoirs of different voices from different backgrounds.

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](#)

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Student Learning Journey

Subject: GCSE English Language Paper 2: *Writers' Viewpoints and Perspectives*

Previously you have learnt



KS3: Reading a wide selection of modern and heritage non-fiction texts such as those found in the Voices and Perspectives units in Year 9. These texts included biography, autobiography, recount, letter and speech, by writers such as Adeline Yen Mah, Kerry Hudson and Lemn Sissay.

Skills of textual analysis and evaluation that can be applied to any literary non-fiction as well as literary fiction.

In this unit you will learn



Ways to approach English Language Paper 2 Section A. You will learn how to read, understand and analyse two high quality unseen prose non-fiction extracts, one of which will be a heritage text from the 19th century; the particular assessment foci of each question in Section A. You will understand the best way to approach each question, including timings and key words and phrases that will help you to gain marks.

You will learn strategies to help you write a successful response to the transactional writing prompts in Section B, the extended writing task.

Key Vocabulary and Terminology



Tier 2: Metaphor, Extended metaphor, simile, personification, repetition, statistics, cyclical structure, case study, direct speech, dialogue, rhetorical question, revelation, call to action, bias, focus, facts, opinion.

Tier 3: Imperative, sibilance, writer, alliteration, juxtaposition, emotive language, perspective, viewpoint, allusion, imagery, symbolism, direct address, hyperbole, triadic structure, exposition

Further Learning



[Analysing non-fiction - GCSE English Language Revision - AQA - BBC Bitesize](#)

[Comparing texts - GCSE English Language Revision - AQA - BBC Bitesize](#)

[Non-fiction texts - Non-fiction text types - AQA - GCSE English Language Revision - AQA - BBC Bitesize](#)

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Student Learning Journey

Subject: Film Studies – GCSE – Component 2, Section C – Contemporary UK film – aesthetics – Attack the Block – Joe Cornish

Previously you have learnt



In this year 9, you have learnt how to analyse a range of films and sequences. You have studied aesthetics in Edward Scissorhands and how this is constructed through elements of film form. Along with this, you have studied representations and how this can influence spectator response to a film in The Dark Knight. You have also considered how genre is constructed in the films you have studied.

In this unit you will learn



This unit will have you analysing the film Attack the Block by Joe Cornish. You will study the context of the British film industry and the conventions of a science fiction genre film. Along with this, you will be focusing on the aesthetics of the film and how they are used to create meaning for the spectator. You will explore the London Riots, hoodie horror and brutalism, alongside the themes of poverty and violence.

Key Vocabulary and Terminology



Tier 2: context, independent, genre, conventions

Tier 3: Aesthetics protagonist hybrid brutalist hoodie horror intertextuality urban realism marginalised

Further Learning



BFI - <https://www.bfi.org.uk/resources-events-teachers/resources-teachers/ks4-film-studies-close-attack-block>

Revision tutorial - <https://www.youtube.com/watch?v=RNgg5SVQlxs>

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Student Learning Journey

Subject: Geography Year 10 Climate Change

Previously you have learnt



In your last unit, Dynamic Development, you looked into why some countries are wealthier than others. You explored how natural resources, climate, trade history, and government stability affect development. You have also looked at how poorer countries try to overcome challenges like debt and trade imbalances. We finished our study of Ethiopia by studying the role of international aid and global connections in helping or hindering development.

In this unit you will learn



In this unit, you will learn about the evidence for climate change and the natural and human causes behind it. You will study the patterns of climate change from the Quaternary period to the present day, analysing various types of evidence such as ice cores, tree rings, and historical records. You will explore the theories of natural climate change, including volcanic activity, solar output, and Milankovitch cycles. The unit will also cover the impact of human activities on the climate, focusing on how industrialization, deforestation, and the burning of fossil fuels contribute to global warming. You will learn about the consequences of climate change, such as rising sea levels and extreme weather events, and explore strategies for mitigation and adaptation.

Key Vocabulary and Terminology



Tier 2: Impact, Sea, Globalisation

Tier 3: Climate change, Greenhouse effect, Enhanced greenhouse effect, Carbon emissions, Global warming, Ice cores, Tree rings, Historical climate records, Volcanic activity, Solar output, Milankovitch cycles, Fossil fuels, Deforestation, Industrialization, Renewable energy, Carbon footprint, Mitigation, Adaptation, Sea level rise, Extreme weather events, Climate models, International agreements, Climate policy

Further Learning



- Climate Change: [nasa](#)
- IPCC Reports: [reports](#)
- WWF Climate: [wwf impact on animals](#)

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Student Learning Journey

Subject: Year 10 German - Freizeit, Media und Gaming

Previously you have learnt



In Year 7 we learnt to give opinions free time. In Y9 we have learnt to understand and talk about technology, sports and food in three time frame.

In this unit you will learn



How to extend our vocabulary relating to free time and technology in all three time frames. We will revisit free time activities and give opinions on these. These all tie into the GCSE specification where we will learn to self-assess our learning.

Key Vocabulary and Terminology



Tier 2:

Intensifiers, adverbs of frequency, question words, the perfect tense, imperfect

Tier 3:

Wie oft benutzt du Technologie? Was has du neulich im Internet gemacht?

Further Learning



Please look at our department Padlet. All key vocabulary can be found here

[KS4 - German links \(padlet.com\)](https://www.padlet.com/ks4-german-links)

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Student Learning Journey

Subject: Health and Social Care year 10 Ro32

Previously you have learnt



In term 1 you have learnt the importance of the rights of service users, person-centred values and how to apply them. You also learnt how the rights, when maintained, promote benefits to service users' health and wellbeing.

In this unit you will learn



In term 2 you will learn about person-centred values and how they are applied by service providers.

Key Vocabulary and Terminology



Tier 2: equal rights, professionals, prevention, diagnosis, treatment, courage, maintains, improves, supports, develop, strengths.

Tier 3: Amelioration, Standardisation, confidentiality, consultation, competence, legislation and communication.

Further Learning



The care Act 2014, Human rights Act 1998.

[Regulation 9: Person-centred care - Care Quality Commission \(cqc.org.uk\)](https://www.cqc.org.uk/regulation/9-person-centred-care)

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Student Learning Journey

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

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



Tier 2: Religion, significance, disease, epidemic, vaccination

Tier 3: Public health, anaesthetics, Four Humours, Laissez-faire, anatomy

Further Learning



[BBC Bitesize](#)

[GCSE Pod Health and the People](#)

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Student Learning Journey

Subject: Digital information Year 10 R060 Section A – Planning a Spreadsheet Solution

Previously you have learnt



In year 9 you have learnt what good design practices look like including wireframes, visualisation diagrams, mindmaps and storyboards. You have also create many spreadsheets projects last year while following a client brief.

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



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

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Student Learning Journey

Lifeskills Year 10 – Careers - Next Steps

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

Tier 3: competencies, resilience.

Further Learning



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

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

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

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Student Learning Journey

Lifeskills: Year 10 - Managing Risks to your Health

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



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

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

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

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

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Student Learning Journey

Subject: Year 10 Managing healthy relationships

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



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

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Student Learning Journey

Subject: Recognising unhealthy relationships

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



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

Hatton Character Qualities

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

Excellence

Aspiration

Achievement

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Term 1

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Student Learning Journey

Subject: Mathematics Year 10 3D Shape and Space: KLP 2

Previously you have learnt



How to recognise and sketch 3D solids, and how to name key 3D solids. How to identify the key features and names of common 3D shapes. How to sketch elevations and plans of shapes made from simple solids.

In this unit you will learn



How to calculate the surface area and volume of different 3D shapes. You will then apply this to more challenging shapes, including cones, spheres, pyramids and frustums. You will then apply this knowledge to a range of different contexts, solving problems involving both volume and surface area.

Key Vocabulary and Terminology



Tier 2: volume, surface area, dimension, sketch, calculate, convert, net, estimate

Tier 3: face, edge, vertex, cylinders, cube, cubes, prism, pyramid, sphere, cones, frustum side elevation, front elevation

Further Learning



[Volume of a Prism](#)

[Surface Area Problems](#)

[Cones, Spheres and Cylinders](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Student Learning Journey

Subject: Mathematics Year 10 Ratio & Proportion: KLP 2, 3

Previously you have learnt



How to divide a quantity into a given ratio. How to apply ratio to solve a range of problems which involve sharing a quantity. You have also learned how to represent ratio as a fraction, how to compare ratios and how to apply ratios to problems involving shapes, area and volume.

In this unit you will learn



How to apply proportional reasoning to a range of real life contexts. You will learn the difference between inverse and direct proportion. You will apply these to recipes, currency conversions, scale drawings and other contexts. You will then learn how to represent proportion graphically.

Key Vocabulary and Terminology



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

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

Further Learning



[Currency Conversion Practice](#)

[Best Buys](#)

[Proportional Reasoning Exam Questions](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
Self-Regulation	Courage	Commitment	Team Work	Leadership
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Student Learning Journey

Subject: Mathematics Year 10 Data and Statistics: KLP 5

Previously you have learnt



How collect data, how to analyse data and how to represent different types of data in appropriate charts and graphs. You have learned how to recognise samples and populations, and how to identify and discuss bias in data.

In this unit you will learn



How to represent bivariate data in a scatter graph. You will learn how to interpret data displayed in a scatter graph, and how to make inferences about the relationships between two variables. You will learn to identify outliers, and consider the reliability of interpolation and extrapolation.

Key Vocabulary and Terminology



Tier 2:

Construct, interpret, chart, graph, sample, population

Tier 3:

Discrete, continuous, bivariate data, interpolation, extrapolation, outlier, correlation, causality

Further Learning



[Scatter Graphs - Video explanation](#)

[Scatter Graphs - Exam Practice](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
Self-Regulation	Courage	Commitment	Team Work	Leadership
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Student Learning Journey

Subject: Mathematics Year 10 Sequences and Graphs: KLP 1

Previously you have learnt



How to recognise simple sequences, and how to find the next term in a sequence. You have also learnt how to simplify simple algebraic expressions, how to form simple expressions and how to substitute values into expressions.

In this unit you will learn



How to recognise, form and continue different types of sequences. You will learn how to calculate and apply the n th term of an arithmetic sequence, and represent a range of contexts using sequences. You will use the n th term to make judgements and to solve problems.

Key Vocabulary and Terminology



Tier 2: ascending, descending

Tier 3: arithmetic, geometric, Fibonacci, linear, quadratic, term, progression,

Further Learning



[Explanation: How to find the \$n\$ th term.](#)

[nth term: practice questions](#)

[Sequences and Patterns](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
Self-Regulation	Courage	Commitment	Team Work	Leadership
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Term 2

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Student Learning Journey

Subject: Mathematics Year 10 2D Shape and Space: KLP 1

Previously you have learnt



How to construct different types of triangles and angles using a compass. You will have also learnt how to recognise different types of angles and to find missing angles in basic shapes.

In this unit you will learn



How to recall and apply key angle facts for triangles, perpendicular lines and parallel lines. This will include proving key angle facts. You will learn how to apply multiple angle facts logically in order to solve problems.

Key Vocabulary and Terminology



Tier 2: prove, justify, identify, orientation, dimensions, construct, angle

Tier 3: polygon, regular, irregular, perpendicular, parallel, interior and exterior angles, corresponding and alternate angles, vertically opposite angles.

Further Learning



[Basic Angle Facts - Interactice Practice](#)

[Angles and Triangles Test Questions](#)

[Angles in Parallel Lines - Examples and Practice](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Mathematics Year 10 Number Sense: KLP 5

Previously you have learnt



How to express numbers in different forms. This includes using decimals, indices and square roots. You have also learnt how to multiply and divide by powers of 10, and how to multiply decimals.

In this unit you will learn



How to express numbers in standard form, by applying multiplication of powers of 10. You will also learn how to apply arithmetic to numbers in standard form.

Key Vocabulary and Terminology



Tier 2: Evaluate, Multiply, Divide

Tier 3: Indices, standard form, tenth, hundredth, thousandth

Further Learning



[Standard Form Practice](#)

[Standard Form Questions](#)

[Standard form - Further Questions](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Student Learning Journey

Subject: Mathematics Year 10 Representing Movements: KLP 1

Previously you have learnt



How to represent movement with 8-point compass cardinal directions You will also be expected to understand basic transformations of 2D shapes. Whilst connecting to algebra you will need to be able to solve linear equations.

In this unit you will learn



The definition of a vector and how to represent on a grid and using column vectors. You will learn how to identify, describe and apply transformations on 2D shapes using vectors. You will learn perform calculations with vectors.

Key Vocabulary and Terminology



Tier 2: parallel, perpendicular, north, east south, west, transformation, enlargement, magnitude

Tier 3: movement, relationship, direction, column vector, scalar multiplication, scale factor

Further Learning



[Vectors Explanation and Practice](#)

[Vectors - Examples and Practice](#)

[Further Vectors Exam Practice](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Term 3

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Student Learning Journey

Subject: Mathematics Year 10 Algebra in Context: KLP 6

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



[Parts of a Circle](#)

[Area & Circumference - Exam Questions](#)

[Sectors & Arcs - Exam Questions](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Student Learning Journey

Subject: Mathematics Year 10 Data and Statistics: KLP 6

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



[Comparing Distributions](#)

[Averages From Frequency Tables: Exam Questions](#)

Hatton Character Qualities

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

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Term 4

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Achievement

Inspiration

Community



Student Learning Journey

Subject: Mathematics Year 10 Probability: KLP 1, 2 and 3

Previously you have learnt



How to interpret probability on a scale from 0 to 1, and how to interpret words like 'unlikely', 'impossible', 'certain' on the scale. Find probabilities as a fraction for simple events. How to list outcomes of events systematically.

In this unit you will learn



Use fractions, decimals and percentages to represent probabilities. Identify independent, dependant and mutually exclusive events. How to represent and calculate probabilities from two-way tables. Represent events in Venn Diagrams, and tree diagrams, and calculate probabilities from each.

Key Vocabulary and Terminology



Tier 2: impossible, unlikely, even chance, likely, certain, probability, experimental

Tier 3: Venn diagram, tree diagram, two way table, sample space diagram, relative frequency, theoretical frequency

Further Learning



[Probability Scales](#)

[Venn Diagram GCSE Questions](#)

[Tree Diagrams GCSE Questions](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Student Learning Journey

Subject: Mathematics Year 10 Sequences and Graphs: KLP 2, 3

Previously you have learnt



How to simplify different types of algebraic expressions, how to solve linear equations and how to substitute values into expressions.

In this unit you will learn



How to plot graphs in the form $y=mx+c$, and how to recognise equations from a graph. You will learn how to identify key features, including gradients and y-intercepts. How to find an equation of a line given key information, or given two points. You will then move onto how to form simultaneous equations from a context, and how to solve simultaneous equations both algebraically and graphically.

Key Vocabulary and Terminology



Tier 2: represent, axis, coordinate, relationships, parallel, perpendicular

Tier 3: y-intercept, x-intercept, gradient, simultaneous equations, variables

Further Learning



[Straight Line Graphs](#)

[y=mx+c: Examples and GCSE Questions](#), [Exam Questions: Equation of a Line](#)

[Simultaneous Equations](#)

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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Term 5

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Student Learning Journey

Subject: Mathematics Year 10 2D Shape and Space: KLP 2, 3

Previously you have learnt



How to recall and apply key angle facts for triangles, perpendicular lines and parallel lines. You have learnt how to prove key angle facts. You have also learnt how to apply multiple angle facts logically in order to solve problems.

In this unit you will learn



How to identify and describe 2D polygons. This includes both regular and irregular polygons. You will learn to classify different types of quadrilaterals, and identify their key features. You will then learn how to recognise polygons with more sides, and how to recognise congruent shapes. You will learn how to calculate both exterior and interior angles in different sized polygons. You will use this knowledge to calculate the number of sides of a regular shape given the interior or exterior angles. You will use these skills to solve problems, including

Key Vocabulary and Terminology



Tier 2: prove, justify, identify, orientation, dimensions, construct, angle

Tier 3: polygon, regular, irregular, perpendicular, parallel, interior and exterior angles, congruent, quadrilaterals, pentagon, hexagon, heptagon, octagon, nonagon, decagon

Further Learning



[Regular 2D Shapes: Interactive Tool](#)

[2D Shapes: Explanation](#)

[2D Polygons: Practice Exam Questions](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Student Learning Journey

Subject: Mathematics Year 10 Representing Movements: KLP 2, 3

Previously you have learnt



How to represent moving using column notation for vectors. You have learnt how to translate shapes using vectors. You have learnt how to reflect shapes using vertical and horizontal mirror lines.

In this unit you will learn



How to identify, describe and apply transformations. You will learn how to identify scale factors, similar shapes and congruent shapes. The transformations that you will learn are; translations with a vector, rotations with a centre, enlargements with a centre and a scale factor and a reflection in a line $y=a$ or $x=a$. You will then learn to describe movements using bearings, and interpret bearings in context. You will solve problems involving shape and space where bearings are used.

Key Vocabulary and Terminology



Tier 2: parallel, perpendicular, north, east south, west, transformation, rotation, reflection, enlargement,

Tier 3: movement, relationship, direction, column vector, scalar multiplication, scale factor

Further Learning



[Interactive Reflections](#), [Interactive Rotations](#), [Interactive Translations](#)

[Lesson: Describing Transformations](#), [Transformations Quiz](#)

[Bearings Practice Questions – Corbettmaths](#)

Hatton Character Qualities

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

Excellence

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Student Learning Journey

Subject: Mathematics Year 10 Algebra in Context: KLP 7, 8

Previously you have learnt



How to form and solve equations relating to area and perimeter. You have looked at the area and perimeter of squares, rectangles, triangles, trapeziums and parallelograms. How to identify and draw all of the key parts of a circle. You will learn how to find the area and circumference of a circle and a part circle. You will learn what the value of π represents, and how to apply π to help with different calculations. You will apply your knowledge in composite shapes and real life contexts.

In this unit you will learn



How to use compound measures for density, pressure and speed. You will learn how to convert between metric speed measures and how to calculate averages for speed, distance and time. You will learn how to use the kinematics formulae to calculate speed and acceleration.

Key Vocabulary and Terminology



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

Tier 3: density, pressure, speed, metric, kinematics

Further Learning



[Kinematics: Exam Style Questions on Kinematics](#)

[Speed, Distance, Time Graphs](#)

Hatton Character Qualities

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

Excellence

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Community

Term 6

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Achievement

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Community



Student Learning Journey

Subject: Mathematics Year 10 2D Shape and Space: KLP 4

Previously you have learnt



How to apply basic angle facts to 2D shapes. How to solve problems and find missing angles using angle facts. You have learnt to calculate and apply scale factors and enlargements

In this unit you will learn



To identify and prove congruence and similarity for triangles. You will learn to construct proofs for similarity and congruence.

Key Vocabulary and Terminology



Tier 2: angles, degrees, regular, irregular, similarity

Tier 3: polygon, interior angle, exterior angle, tessellation, congruent, scale factor, enlargement

Further Learning



[Angles in Polygons](#)

[GCSE Exam Questions: Angles in Polygons](#)

[Tessellations](#)

Hatton Character Qualities

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

Excellence

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Community



Student Learning Journey

Subject: Year 10 Mathematics Sequences and Graphs: KLP 4

Previously you have learnt



How to plot graphs in the form $y=mx+c$, and how to recognise equations from a graph. You have learned to identify key features, including gradients and y-intercepts. You have learned how to find an equation of a line given key information, or given two points. You have also learned how to form simultaneous equations from a context, and how to solve simultaneous equations both algebraically and graphically.

In this unit you will learn



How to draw and interpret graphs that represent real life situations. This includes conversion graphs, distance-time graphs and velocity-time graphs. For each type, you will be expected to interpret the graph in order to answer questions.

Key Vocabulary and Terminology



Tier 2: represent, axis, coordinate, relationships, parallel, perpendicular

Tier 3: y-intercept, x-intercept, gradient, simultaneous equations, variables

Further Learning



[Velocity-Time Graphs](#)

[Distance Time Graphs](#)

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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Term 1

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Student Learning Journey

Subject: Mathematics Year 10 Trigonometry: KLP 2

Previously you have learnt



How to find the missing length of a right angled triangle, using the other sides of the triangle. You have learned when it is appropriate to apply Pythagoras' Theorem, and have applied it to a range of contextual 2D and 3D Problems.

In this unit you will learn



How to find missing sides and angles using the sine, cosine and tangent functions. You will learn to apply this to a range of contexts, including in terms of angles of depressions/elevations, using reasoning in contexts and 3D contexts. You will learn about the relationships between the ratios and how they relate to similar shapes.

Key Vocabulary and Terminology



Tier 2: Adjacent, Opposite, Angle, Inverse, Elevation

Tier 3: Hypotenuse, Sine, Cosine, Tangent, Function, Trigonometric Ratio, Angle of Elevation, Angle of Depression

Further Learning



[Trigonometry Practice - SOHCAHTOA](#)

[Trigonometry - Mixed Exam Practice](#)

[3D Trigonometry Practice](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
Self-Regulation	Courage	Commitment	Team Work	Leadership
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Student Learning Journey

Subject: Mathematics Year 10 Sequences and Graphs: KLP 2, 3, 4

Previously you have learnt



How to recognise a range of sequences, and how to describe both arithmetic and quadratic sequences using algebra. You have learned how to apply sequences to real life contexts. You have also learned how to solve linear equations which include a range of operations

In this unit you will learn



How to represent and solve quadratic equations, and you will understand why there are often multiple solutions. You will learn how to solve quadratic equations by factorising, by using the formula and by completing the square. You will then learn how to represent linear relationships graphically and solve problems relating to straight line graphs. You will learn how to find midpoints and lengths of line segments, and apply coordinate geometry.

Key Vocabulary and Terminology



Tier 2: relationship, represent, equation, solve, formula, gradient, graph, axis, intercept, parallel, perpendicular, midpoint coordinate

Tier 3: quadratic, complete the square, factorise, y-intercept, line segment

Further Learning



[Factorising Quadratics](#), [Factorising Harder Quadratics](#), [Completing the Square](#)

[Quadratic Formula](#), [Drawing Linear Graphs](#)

[Equation of a Line](#), [Equation of a Line](#), [Midpoint of a Line](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Excellence

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Student Learning Journey

Subject: Mathematics Year 10 Data and Statistics: KLP 4

Previously you have learnt



How to find averages and measures of spread given a list of data, and how to make judgements based on this data. You have also learned how to represent data in a range of relevant diagrams.

In this unit you will learn



How to find quartiles and cumulative frequency from data, and how to represent and interpret data on a cumulative frequency diagram. You will learn how to make judgements based on a cumulative frequency diagram in context, and then how to translate data from a cumulative frequency diagram to a box plot diagram. You will learn how to interpret and compare box plot diagrams in context, and how to describe the distribution of a data sets.

Key Vocabulary and Terminology



Tier 2: average, distribution, represent, interpret, prediction

Tier 3: cumulative frequency, box plot, quartiles, interquartile range, median, mean, measures of spread, measure of central tendency, skew

Further Learning



[Drawing Cumulative Frequency Diagrams](#)

[Cumulative Frequency Diagrams and Box Plots: Exam Questions](#)

[Comparing Box Plot Diagrams](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
Self-Regulation	Courage	Commitment	Team Work	Leadership
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Term 2

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Student Learning Journey

Subject: Mathematics Year 10 3D Shapes and Space: KLP 2, 3

Previously you have learnt



How to recognise and sketch different 3D shapes. How to identify and sketch elevations and plans based on 3D solids.

In this unit you will learn



How to find the surface area and volume of different types of 3D shapes. These shapes include prisms, pyramids, spheres and cones. You will then apply this knowledge to find missing lengths and solve problems in context.

Key Vocabulary and Terminology



Tier 2: volume, capacity, length, width, height, dimension, symmetry

Tier 3: surface area, volume, prism, cross-section

Further Learning



[Surface Area and Volume Questions](#)

[Volume and Surface Area](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Student Learning Journey

Subject: Mathematics Year 10 Sequences and Graphs: KLP 5

Previously you have learnt



How to set up and solve linear equations from a range of contexts. How to sketch linear graphs and interpret them in several contexts.

In this unit you will learn



How to set up and solve simultaneous equations from different contexts. You will learn multiple strategies to solve different types of simultaneous equations, including linear and quadratic equations. You will also learn to interpret solutions in context.

Key Vocabulary and Terminology



Tier 2: solve, unknowns, simultaneous, system

Tier 3: elimination, substitution, variables, factor, linear, quadratic

Further Learning



[Simultaneous Equations - Steps and Examples](#)

[Simultaneous Equations Worksheets - Questions and Revision](#)

[Simultaneous Equations Practice Questions](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
Self-Regulation	Courage	Commitment	Team Work	Leadership
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Student Learning Journey

Subject: Mathematics Year 10 Algebra in Context: KLP 5, 6

Previously you have learnt



How to apply your algebra skills to a range of different contexts, mostly relating to shape and space. You have learned to solve a range of linear equations and to interpret and justify solutions in context.

In this unit you will learn



How to apply your algebra skills to convert between measurements for speed, density and pressure. You will learn to apply this to a range of contexts, and to solve problems using these measures. You will then apply your algebra skills to representing and solving inequalities. This will include both algebraic and graphical representations.

Key Vocabulary and Terminology



Tier 2: Density, pressure, speed, solve, represent, justify, integers, continuous

Tier 3: constant speed, formulae, equations, variables, inequality, quadratic

Further Learning



[Speed, Density and Pressure Questions](#)

[Pressure practice Exam Questions](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Student Learning Journey

Subject: Mathematics Year 10 Financial Maths

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



[Simple & Compound Interest](#)

[Percentage Change](#)

[Best Buys](#)

Hatton Character Qualities

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

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Student Learning Journey

Subject: Mathematics Year 10 Data and Statistics: KLP 5

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

Tier 3: Histogram, class width, frequency density

Further Learning



[Histograms - Explanations](#)

[Histograms - Online Practice](#)

[Histograms GCSE Exam Questions](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Student Learning Journey

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

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



Tier 2: substitute, gradient, growth, decay

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

Further Learning



[Non-Linear Graphs](#)

[Quadratic Graphs: Examples](#)

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

Hatton Character Qualities

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Student Learning Journey

Subject: Mathematics Year 10 Ratio and Proportion: KLP 2

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



[Proportion using Graphs](#)

[Direct and Inverse Proportion](#)

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

Hatton Character Qualities

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Term 4

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Student Learning Journey

Subject: Mathematics Year 10 Trigonometry: KLP 3, 4

Previously you have learnt



How to apply trigonometry to find missing lengths and angles of right angled triangles. How to identify different sides of a right angled triangle. How to apply Pythagoras' Theorem to find side lengths. How to find angles of elevation and depression, and apply Pythagoras' Theorem and Trigonometry in real life contexts.

In this unit you will learn



How to find missing sides and angles of non-right angled triangles using trigonometry. You will learn to apply the sine rule, the cosine rule and the area of a triangle using trigonometry. You will learn to apply these to both 2D and 3D shapes, and to coordinate geometry. You will also learn how to identify trigonometric values. You will then learn how to sketch the graphs $y=\sin x$, $y=\cos x$ and $y=\tan x$

Key Vocabulary and Terminology



Tier 2: formula, degrees, bearings, apply, 3D

Tier 3: sine, cosine, tangent, inverse function, periodic,

Further Learning



[The Sine Rule](#), [The Cosine Rule](#)

[Trigonometric Graphs](#)

[Challenging Sine Rule Problems](#), [Cosine Rule Problems](#)

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Student Learning Journey

Subject: Mathematics Year 10 Number Sense: KLP 5

Previously you have learnt



How to round values to decimal values and significant figures. How to represent large and small numbers using standard form, and how to represent and manipulate surds.

In this unit you will learn



How to apply accuracy and bounds to estimate solutions. You will learn how to calculate the upper and lower bounds of numbers when they have been rounded. This will include when different operations have been applied to the numbers. You will learn to apply this to real life contexts, involving shape and space.

Key Vocabulary and Terminology



Tier 2: round, accuracy, appropriate degree of accuracy

Tier 3: significant values, bounds, error interval, truncation

Further Learning



[Upper and Lower Bounds](#)

[Bounds: Further Notes](#)

[Revision of Bounds and Error Intervals](#)

Hatton Character Qualities

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Term 5

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Student Learning Journey

Subject: Mathematics Year 10 Algebra in Context: KLP 7, 8

Previously you have learnt



How to interpret linear graphs in context, and how to find the gradient of a linear graph. You have learnt how to sketch non-linear functions, and find key points. You have also learned how to convert between compound measures.

In this unit you will learn



How to draw and interpret graphs that represent real life situations. This includes conversion graphs, distance-time graphs and velocity-time graphs. For each type, you will be expected to interpret the graph in order to answer questions. You will then learn how to estimate the area under a quadratic graph, and interpret the gradient in non-linear graphs. You will use this to interpret non-linear real life graphs, including estimating the speed at a given time.

Key Vocabulary and Terminology



Tier 2: distance, time, velocity, acceleration, convert, average, rate of change.

Tier 3: gradient, intercepts, quadratic, tangent, displacement, instantaneous rate of change

Further Learning



[Velocity-Time Graphs](#)

[Distance Time Graphs](#)

[Finding Gradients of Non-Linear Graphs](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Mathematics Year 10 Advanced Algebra: KLP 1, 2

Previously you have learnt



How to apply algebra to help you solve a range of real life problems. You have learnt how factorise expressions and how to solve difficult linear and quadratic equations. You have also learnt how to simplify surds, and how to simplify fractions.

In this unit you will learn



How to work with fractions involving algebra. You will learn to simplify algebraic fractions and how to apply arithmetic to them. You will apply your knowledge of quadratics to algebraic fractions. You will also solve problems involving algebraic fractions. You will then move onto proof theory, and learn how to prove simple statements using algebraic language. This will include statements with odd and even numbers.

Key Vocabulary and Terminology



Tier 2: solve, prove, simplify, express, evaluate

Tier 3: quadratic, rationalise, surd, expression, factor, factorise

Further Learning



[Algebraic Fractions: Practice Exam Questions](#)

[Proof Questions](#)

[Algebraic Proof: Exam Style Questions](#)

Hatton Character Qualities

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Term 6

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Student Learning Journey

Subject: Mathematics Year 10 Sequences and Graphs: KLP 8

Previously you have learnt



How to plot linear graphs, and how to solve problems using linear graphs, including finding perpendicular lines. You have also learned to plot non-linear graphs, and how to identify these graphs based on their key features. You have learnt to identify the key features of quadratic and cubic graphs. You have learned to apply your algebraic skills to find roots, turning points, and points of intersections (where relevant).

In this unit you will learn



How to recognise and plot equations of a circle, in the form $x^2 + y^2 = r^2$. You will use this knowledge to solve problems involving circle graphs, and find the radius of the graph of a circle. You will then learn how to find the equation of a tangent of a circle at a given point. You will apply your knowledge to solve problems involving circular graphs.

Key Vocabulary and Terminology



Tier 2: substitute, gradient, perpendicular, intersection

Tier 3: quadratic, cubic, exponential, reciprocal, function, y-intercept, x-intercept, turning point, and radius, tangent

Further Learning



[Circle Graphs](#)

[Equation of a Tangent to a Circle](#)

[Equation of a Circle Exam Papers](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Mathematics Year 10 Representing Movements: KLP 3

Previously you have learnt



How to identify, describe and apply transformations on 2D shapes. These include translations, rotations, reflections and enlargements. You have also learned how to describe movements through the use of bearings. You have learned how to solve problems using Pythagoras' Theorem and right angled trigonometry. You have also learned how to construct simple logical proofs.

In this unit you will learn



How to describe movements using column vector notation, and using variables. You will learn how to describe movements between two points using variables, and recognise parallel vectors. You will learn how to calculate the sum, the scale multiple and the resultant of two vectors. You will use vector notation to solve 2D geometric problems and to construct geometric proofs.

Key Vocabulary and Terminology



Tier 2: parallel, perpendicular, movement, inverse, displacement

Tier 3: movement, relationship, direction, column vector, scalar multiplication, scale factor,

Further Learning



[Vectors Explanation and Practice](#)

[Vectors - Examples and Practice](#)

[Further Vectors Exam Practice](#)

[Vector Proof Exam Questions](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Mathematics Year 10 Advanced Algebra: KLP 3

Previously you have learnt



How to apply algebra to help you solve a range of real life problems. You have learnt how factorise expressions and how to solve difficult linear and quadratic equations.

In this unit you will learn



How to interpret and use function notation, and how this notation relates to a coordinate axis. You will learn to apply functions, to find inverse functions and composite functions, and how to solve problems using function notation.

Key Vocabulary and Terminology



Tier 2: solve, prove, simplify, express, evaluate, input, output

Tier 3: function, inverse, composite, quadratic

Further Learning



[Composite Functions](#)

[Functions Practice](#)

[Functions: Exam Style Questions](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Music Year 10 GCSE Term 2

Previously you have learnt



In term 1 we focused on AoS 1: Musical Forms and Devices, looking at structure, texture, melody and harmony in western classical music, and beyond into 20th Century classical music.

Alongside your listening skills you have been developing your performance and composition skills in a series of short tasks to ensure you understand the requirements of Component 1 and 2 of the course.

In this unit you will learn



This term you will be focusing on applying these skills to our first Set Work “Badinerie by J.S Bach”. During the term you will be focusing on applying your knowledge or AoS 1 when answering questions, and notation reading for formal analysis.

Alongside AoS 1 you will be developing your composition and performance skills further, creating a portfolio of composition ideas ready to focus on your own choice composition brief.

Key Vocabulary and Terminology



Tier 2

Analyse, Compare, Contrast, drone, pedal, interval

Tier 3

Anacrusis, conjunct, disjunct, arpeggio, scalic, diatonic, tonic, dominant, subdominant

Further Learning



[Focus On Sound](#)

[BBC Bitesize](#)

Hatton Character Qualities

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Student Learning Journey

Subject: PE Year 10 Basketball

Previously you have learnt



Strategies for outwitting an opponent in a game situation.
 To understand the correct situations for using a lay-up when shooting.
 The correct strategy for employing a zonal defence.
 A range of attacking strategies including the use of a 3 man weave.

In this unit you will learn



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.

Key Vocabulary and Terminology



Tier 2

tactics, drive

Tier 3

man to man defence, jump shot, rebound, post, screen.

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 10 Football

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



Tier 2 technique, Communication

Tier 3 positioning, accuracy, distribution

Further Learning

[Switching play](#)

[Set plays](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Religious Studies Year 10 Existence of God

Previously you have learnt



Last year, you explored concepts of religion and justice, along with the interaction between religion and science. Throughout your time in KS3, you have studied a variety of religions. Most recently, you examined Hinduism and delved into Hindu ideas about the nature of God. With this knowledge, you can now compare and contrast monotheistic and polytheistic perspectives on the divine.

In this unit you will learn



In this philosophical unit, you will consider arguments for and against the existence of God, applying what you have learnt in previous units. You will explore the Design argument, the First Cause argument, and special revelation and enlightenment. You will also explore further ideas against the existence of God, such as the use of science in challenging belief in God.

Key Vocabulary and Terminology



Tier 2: revelation, suffering, evil, faith, proof, miracle, eternal, theist, agnostic, ultimate reality, immanent

Tier 3: divine, enlightenment, ultimate reality, omniscient, omnipotent, benevolent, transcendent

Further Learning



[A is for Atheism | A to Z of Religion and Beliefs | BBC Teach - YouTube](#)
[D is for Darwin | A to Z of Religion and Beliefs | BBC Teach - YouTube](#)
[Thomas Aquinas and the First Mover Argument - YouTube](#)

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Student Learning Journey

Subject: Science Year 10 Chemistry CC10 Electrolysis

Previously you have learnt



In Year 9, you practised completing half-equations and identifying oxidation and reduction reactions. This year, you have learnt that ionic compounds are able to conduct electricity when molten or dissolved, but not when solid.

In this unit you will learn



To describe the electrolysis of molten ionic salts, explain the electrolysis of molten ionic salts and aqueous ionic salts using half-equations and investigate the electrolysis of copper sulfate solution.

Key Vocabulary and Terminology



Tier 2: Describe, explain, compare.

Tier 3: Electrolysis, electrolytes, anode, cathode, anion, cation, oxidation, reduction, inert electrode.

Further Learning



[BBC Bitesize Electrolysis](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Science Year 10 Chemistry CC11 Reactions of Metals

Previously you have learnt



In Year 8, you learnt about metals and their properties. In Year 9, you developed your understanding of metals and patterns in groups in the periodic table. This year, we have learnt that electrolysis can be used to break down substances.

In this unit you will learn



To compare the reactivity of metals using the reactivity series, explain the reactivity of metals using displacement reactions, explain how metals are extracted from their ores and explain the importance of recycling and life-cycle assessments.

Key Vocabulary and Terminology



Tier 2: Describe, compare, explain, analyse.

Tier 3: Reactivity, displacement, oxidation, reduction, spectator ion, ore, reduction, oxidation, redox, native state, extraction, bioleaching, phytoextraction, corrosion, recycling, life cycle assessment.

Further Learning



[BBC Bitesize – Extracting Metals Revision Notes](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Science Year 10 Physics CP9 Electricity and Circuits

Previously you have learnt



In Year 8, you learnt about series and parallel circuits, current, potential difference and resistance. In Year 9, you learnt the structure of an atom.

In this unit you will learn



To explain current and potential difference, draw circuit diagrams and recall component symbols, calculate current and potential difference, explain what resistance is and perform resistance calculations, investigate resistance, explain the difference between direct current and alternating current, explain how electrical current can be used to transfer energy, calculate electrical power and explain electrical safety features.

Key Vocabulary and Terminology



Tier 2: Parallel, power, investigate.

Tier 3: Electron, potential difference, series, charge, resistance.

Further Learning



[BBC Bitesize – Revision Notes](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Science Year 10 Physics CP10 11 Magnetism

Previously you have learnt



In Year 8, you learnt that only a few materials are magnetic. Magnets have north and south poles and like poles repel but unlike poles attract. Magnets produce a magnetic field. You learnt how to plot the shape of a magnetic field and that the Earth has a magnetic field.

In this unit you will learn



To describe the shapes of magnetic fields, explain how an electromagnet works, explain the motor effect and determine the size and direction of the force, calculate the current and voltage produced by a transformer and explain how electricity is transmitted across the country.

Key Vocabulary and Terminology



Tier 2: Calculate, describe, explain.

Tier 3: Magnetic field, induction, current, conductor, electromagnet, transformer.

Further Learning



[BBC Bitesize – Magnetism Revision Notes](#)

[BBC Bitesize – Electromagnetism Revision Notes](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Sociology Year 10 The Sociology of Education

Previously you have learnt



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

In this unit you will learn



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

Key Vocabulary and Terminology



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

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

Further Learning



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

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

Hatton Character Qualities

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Student Learning Journey

Subject: Spanish- Year 10 Term 2 En el instituto

Previously you have learnt



In Year 7 we learnt to give opinions about school life and adjectives to describe teachers and friends. In Y9 we have learnt to understand and talk in three time frames in topics.

In this unit you will learn



How to extend our vocabulary relating to school life and to talk about school in all three time-frames. We will revisit subjects and places in the school building and give opinions on these. These will all tied into the GCSE specification where we will learn to self-assess our learning.

¿Cuál es tu asignatura favorita? and Describe tu instituto

Key Vocabulary and Terminology



Tier 2: description, opinión, justification, adverbs of time

Tier 3 las asignaturas, aprender, tener que/deber + infinitive, los profesores, enseñar, hay que + infinitive, estudiar, perfect tense conjugation, me llevo bien con + noun

Further Learning



Please look at our department Padlet

[Spanish KS4 Padlet](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Religious Studies Year 10 Existence of God

Previously you have learnt



Last year, you explored concepts of religion and justice, along with the interaction between religion and science. Throughout your time in KS3, you have studied a variety of religions. Most recently, you examined Hinduism and delved into Hindu ideas about the nature of God. With this knowledge, you can now compare and contrast monotheistic and polytheistic perspectives on the divine.

In this unit you will learn



In this philosophical unit, you will consider arguments for and against the existence of God, applying what you have learnt in previous units. You will explore the Design argument, the First Cause argument, and special revelation and enlightenment. You will also explore further ideas against the existence of God, such as the use of science in challenging belief in God.

Key Vocabulary and Terminology



Tier 2: revelation, suffering, evil, faith, proof, miracle, eternal, theist, agnostic, ultimate reality, immanent

Tier 3: divine, enlightenment, ultimate reality, omniscient, omnipotent, benevolent, transcendent

Further Learning



[A is for Atheism | A to Z of Religion and Beliefs | BBC Teach - YouTube](#)
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