



# Student Learning Journey

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

## Previously you have learnt



Throughout your time in year 7 and 8 you have worked in a range of media and 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) and Natural Forms Artists (David Hockney, Andre Derain, and Yayoi Kusama). You have embedded knowledge of formal elements in art with the ability to realise intentions through developed design processes.

## In this unit you will learn



How to use a wider range of media based on the theme of masks. You will explore a wide range of cultures from around the world through masks, you will explore the meaning, beliefs and rituals that go alongside the masks.

You will then design your own mask based on your own beliefs, heritage and meanings personal to you through a range of mixed media to create your own clay mask design.

## 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](#)

## 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 Everyday Objects**

## Previously you have learnt



Throughout your time in year 7+8 you have worked in a range of media and you have had the opportunity to explore some 3D sculptural media (clay, 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 extend your application of media, exploring a vaster range of processes such as printing and papercutting methods. You will explore mixed-media techniques and further your knowledge of formal elements in Art.

You will explore a diverse range of artists that produce creative outcomes within the theme of Everyday Objects, and analyse their use of formal elements to understand how to present personal responses to a context. You will have creative freedom to select processes, methods, and research key areas of interest.

## Key Vocabulary and Terminology



Tier 2: media, refine, analyse, primary observation, mixed media, colour

Tier 3: etching, lino printing, tonal value

## Further Learning



Tate modern: [Everyday objects](#)

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

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# Student Learning Journey

**Subject: Business GCSE Year 9 Legal Structures**

## Previously you have learnt



An entrepreneur is characterized by their vision, initiative, and ability to identify opportunities. You have considered the types of businesses they currently engage with and the products or services they prefer to purchase. Although this is the first time taking Business, you will have had enterprise activities in primary school, looking at business leaders and maybe even making a product in the hope of selling it on.

## In this unit you will learn



About the different forms of legal structures: You can list the main features of each type of legal structure and describe the main features of each legal structure. Students can describe in details the main features of each legal structure AND list the advantages and disadvantages of each one.

## Key Vocabulary and Terminology



Tier 2: Legal Structure, Sole Trader, Partnership, Public Limited Company, PLC, Private Limited Company, Stock Market, LTD, Franchise, shareholders, Liability.

Tier 3: Incorporation, Limited Liability, Share Capital, Dividend, Articles of Association, Joint Venture, Social Enterprise, Merger, Insolvency.

## Further Learning



[Choosing a Legal Structure for a New Business](#)

[Forms of business ownership](#)

[What are aims and objectives in business?](#)

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# Student Learning Journey

**Subject: Computer Science Year 9 Advanced programming**

## Previously you have learnt



The basics of Python programming including sequence, selection (if statements) and iteration (for loop and while loop). You have been using an IDE (IDLE) to write, run and debug code.

## In this unit you will learn



How to create data structures in Python programs to store a large number of values. You will learn how to create functions and procedures to reuse a block of code written elsewhere in the program. You will learn how to store data inside of text files.

## Key Vocabulary and Terminology



Tier 2: complete, design, explain, refine, write, rewrite

Tier 3: string manipulation, function, procedure, subroutine parameter, argument, return, file handling, array, list

## Further Learning



[Python Tutorial \(w3schools.com\)](https://www.w3schools.com/python/)

[Python 3 \(trinket.io\)](https://trinket.io/python3/)

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# Student Learning Journey

**Subject: Dance Year 9 Term 2 - Choreography.**

## Previously you have learnt



You have learnt the basics of choreography through the use of actions, space, dynamics, and relationships in dance. You also have experience of performance through looking at a professional set work. You have also learnt how to use a stimulus to help create choreography.

## In this unit you will learn



Year 9 dance builds upon the skills gained in year 8 with the idea to begin refining movement and choreography. You will learn how to create a dance using a more specific stimulus focusing around research into a chosen topic and how this can then be interpreted into movement.

## Key Vocabulary and Terminology



Tier 2: evaluate, analyse, performance, rehearsal

Tier 3: choreograph, physical skills, actions, space, dynamics, relationships, motif and development, stimulus

## Further Learning



<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification>

<https://pointemagazine.com/choreography-tips/#gsc.tab=0>

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# Student Learning Journey

**Subject: Drama Year 9 Term 1/2: Responding imaginatively – Improvisation**

## Previously you have learnt



The foundation of skills to create drama such as Magic 7 and Performance Skills. You have begun to use a variety of drama techniques to create performances and explore themes.

You have begun to refine your drama techniques of still image, cross cutting,

## In this unit you will learn



How to devise and build drama, based on a theme and a character called Warden X.

You will respond imaginatively and spontaneously to dramatic stimuli, creating characters and using improvisation and drama techniques to explore new situations.

## Key Vocabulary and Terminology



**Tier 2:** Pitch, Pace, Pause, Emphasis, Volume, Intonation, Tone

**Tier 3:** Space/Proxemics, Body Language, Posture/positioning, Gesture & mannerisms, Eye contact & focus, Movement & Gait, Facial Expression, Naturalism/Non-naturalism, stylization, stimuli, improvisation, spontaneity, imagination, devise.

## Further Learning



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

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# Student Learning Journey

**Subject: English, Year 9, Power and Corruption**

## Previously you have learnt



You have already been immersed into Shakespeare's world when you studied *A Midsummer Night's Dream* in year 7 and *The Tempest* in year 8. You have explored the role of women through powerful characters such as Titania and Miranda. You have also evaluated powerful characters created by Shakespeare such as Oberon and Prospero. You have learnt about Elizabethan and Jacobean England and used this information to utilise your knowledge of the texts you are studying. You know all about the hierarchy and patriarchy during these times. Furthermore, you have practised writing for different genres and creating imagery.

## In this unit you will learn



This year you will study the tragedy of Macbeth. You will further your studies on Jacobean England to learn all about the witch trials and The Great Chain of Being. You will use this knowledge to help you explore key themes in the play. You will also begin to understand the genre of tragedy and evaluate the power and corruption of Macbeth.

Alongside this, you will continue to develop your writing craft by practising descriptive writing to create detailed imagery by using the SPAMSOAPS.

## Key Vocabulary and Terminology



### Tier 2:

Prophecy, heir, regicide, heath, patriarchy, hierarchy, duplicity, deceit, morality, manipulate, sin, fiend, cease, wield, valiant/ valour, incantation, duty

### Tier 3:

Soliloquy, tragedy, tragic flaw, hamartia, subvert, reinforce, eponymous, simile, pathetic fallacy, extended metaphor, semantic field

## Further Learning



[Shakespeare Birthplace Trust – Museum from Home](#)

[Macbeth – radio documentary](#)

[Macbeth – radio play, Part 1, starring David Tennant as Macbeth](#)

[Macbeth – radio play, Part 2, starring David Tennant as Macbeth](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Film Studies – Year 9 – Unit 2 – What is Film Theory?**

## Previously you have learnt



In your previous unit, you have learnt key film studies terminology and language. You have spent time exploring how to analyse a film sequence and how to construct an analytical response. You have also explored how the choices made in film production can influence the response had by a spectator.

## In this unit you will learn



In this unit, you will learn about the key film theorists – including Todorov, Strauss, Propp and Barthes and how to use these theories to create an analysis of a film sequence. In addition to this, you will learn how to analyse a short film and construct a response to an exam style question.

## Key Vocabulary and Terminology



Tier 2: narrative, construct, conventions

Tier 3: story, plot, linear narrative, non-linear narrative, narrative structure, exposition Plot, ellipsis, character, three act structure, equilibrium, disruption, recognition, attempt to repair, new equilibrium

## Further Learning



Narrative theories overview - <https://brianair.wordpress.com/film-theory/narrative-theories/>

Introduction to narrative theory - <https://www.youtube.com/watch?v=qhNI-oBYZgA>

Film studies fundamentals - <https://www.youtube.com/@FilmStudiesFundamentals/videos>

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Geography Year 9 Population & Migration**

## Previously you have learnt



Previously you have explored the new topic: extreme environments. This took you to some of the most challenging places on Earth—such as cold environments, deserts, and rainforests. You learnt about where these environments are located, how animals and people adapt to live there, and how humans use these ecosystems for resources, tourism, and other purposes.

## In this unit you will learn



This unit will focus on global population distribution and variations, population change models and pyramids, and the UK census. You will explore issues of overpopulation and consumption, reasons for migration, and the impacts of migration on origin and destination countries. The unit will also delve into ageing and youthful populations and the attempted solutions to manage where people live and to control the growth or shrinking of our populations.

## Key Vocabulary and Terminology



**Tier 2:** Population, People, Migration, Census, Cities, Growth, Movement, Overpopulation

**Tier 3:** Population distribution, Population pyramids, Census, Overpopulation, Consumption, Migration, Urbanisation, Sustainable cities, Tourism, Demographics, Population change, Models, Urban growth, Population density, Migration types, Impacts, Origin, Destination, Urban challenges, Resources

## Further Learning



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

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

Understand urbanisation and sustainable city planning from UN-Habitat: [UN Habitat](#)

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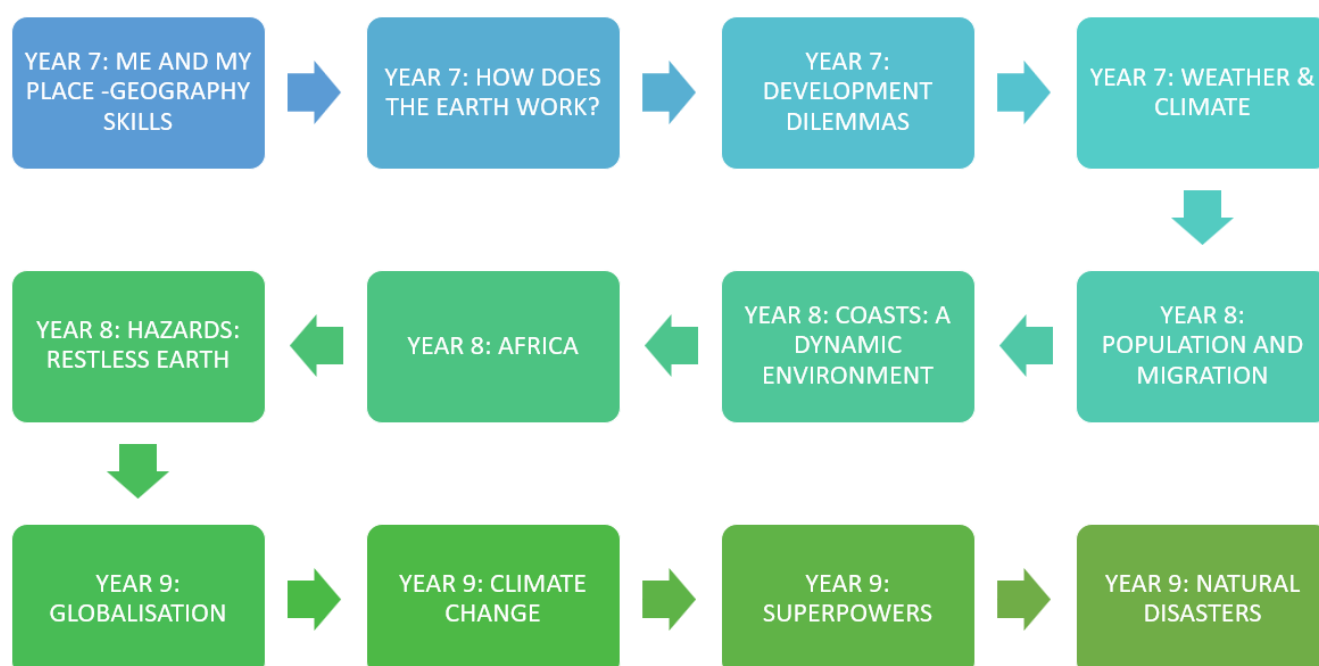
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## Population and Migration

Topic Statement	🤔	😊	😄
I know where people tend to live around the world and why some places are more crowded than others.			
I can use models and charts to see how populations change over time.			
I understand why the UK conducts a census and what information it provides about our population.			
I am aware of the problems caused by overpopulation and its effects on resources and the environment.			
I can identify reasons why people move from one place to another, like for jobs or safety.			
I understand the different types of migration, including moving within a country or to another country.			
I can discuss both the positive and negative impacts of migration on origin and destination areas.			
I understand the challenges of rapidly growing cities and the concept of sustainable urban development.			
I can look at different ways cities try to manage growth and stay sustainable.			
I can explore how tourism impacts population distribution and local economies.			

### WHAT WILL I LEARN ABOUT IN KEY STAGE 3



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# Student Learning Journey

**Subject: Geography Year 9 Extreme Environments**

## Previously you have learnt



In Year 8, you studied important topics like development, globalisation, and the restless earth. These topics introduced you to how countries grow and change over time, exploring the factors that influence economic and social development. You also learned about globalisation, which helped you understand how different parts of the world are interconnected through trade, culture, and technology. In addition, the restless earth topic gave you insights into the powerful natural forces, such as earthquakes, volcanoes, and tsunamis, that shape our planet.

## In this unit you will learn



As you move into Year 9, you'll explore a new topic: extreme environments. This will take you to some of the most challenging places on Earth—such as cold environments, deserts, and rainforests. You'll learn where these environments are located, how animals and people adapt to live there, and how humans use these ecosystems for resources, tourism, and other purposes.

## Key Vocabulary and Terminology



**Tier 2:** Migration, Population, Rainforest, Disaster

**Tier 3:** Permafrost, Oasis, Biodiversity, Deforestation, Desertification, Tundra, Sustainable Development, Ecosystem Services, Endemic Species, Lifestyle, Rain Shadow

## Further Learning



You can explore further learning on the topics of extreme environments, ecosystems, and sustainable practices here:

1. **National Geographic** - [Extreme Environments](#)
2. **BBC Bitesize** - [Extreme Environments](#)
3. **World Wildlife Fund (WWF)** - [WWF](#)
4. **NASA Earth Observatory** - [Deserts and Droughts](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Year 9 German- Haus und Region- House and Region**

## Previously you have learnt



In year 7 and 8 we have covered many topics in three tenses and can give reasons and opinions on these. In Year 8 we have learnt about town and are able to give directions to places in a town.

## In this unit you will learn



How to talk about our home and our region. We will learn adjectives and prepositions of place to describe buildings and places and give opinions on these. We will look at how people live in Germany and how that differs from our country.

## Key Vocabulary and Terminology



Tier 2: description, opinion, directions, prepositions

Tier 3: You will be able to answer questions like:

*Beschreib dein Haus. Was kann man machen in deiner Gegend?*

## Further Learning



Please look at our department Padlet. Here you can find all the vocabulary on the knowledge organisers.

[KS3 German \(padlet.com\)](https://www.padlet.com/ks3german)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: History Year 9 Which event was the turning point of World War II?**

## Previously you have learnt



How to use source material and historical interpretations to understand why the First World War happened. You have also considered long- and short-term causes for a number of different wars, including the English Civil War and the First World War. You have also looked at the significance of historical events and how they have had a lasting impact, through specific battles during the English Civil War and First World War, to how events have significantly shaped the country, such as Henry's Break from Rome.

## In this unit you will learn



About the different battles of WW2, both across Europe, and affecting civilians in Britain. You will look at the early dominance of Nazi Germany, through the use of Blitzkrieg and events such as the evacuation of Dunkirk, the Battle of Britain, Operation Barbarossa and Pearl Harbour before deciding on which event was the most significant 'turning point' of WW2, and evaluate how each battle had a significant impact on the outcome of the Second World War, and the world that we currently live in.

## Key Vocabulary and Terminology



**Tier 2:** Change, Continuity, Significance, Civilian, Evacuation

**Tier 3:** Blitzkrieg, Air Raid, Luftwaffe, Blitz, Blackout, Evacuation, Operation Barbarossa, Soviet Union, Catalyst D Day, Atomic

## Further Learning



[The Second World War on BBC Bitesize](#)

[The Imperial War Museum](#)

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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: Digital Information Year 9 R050: Section A - Planning for System Design**

## Previously you have learnt



In year 7, 8 and 9 you will have developed some basic spreadsheet skills that allow you to use Microsoft Excel. You will have used the equal operator for starting formulas and getting to grips with basic skills in spreadsheet development.

## In this unit you will learn



About planning methods for developing spreadsheet models. You will need to be able to use a range of tools such as creating storyboards and visualisations to plan computer system. You will learn planning techniques such as mind maps and flowcharts. You will learn how to adjust a system for different accessibility needs and outputs.

## Key Vocabulary and Terminology



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

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

## Further Learning



[Cambridge Nationals I.T.: Planning Tools \(LO1 #5\) - YouTube](#) (Videos 6,7,8 and 9)

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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.

## In this unit you will learn



How to manage relationships and how to overcome influences. 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

**Subject: Mathematics Year 9 Intro to Algebra: KLP 1, 2, 3, 4**

## Previously you have learnt



how to define and find square and cube numbers. You have also learned how to use index notation to represent square numbers, cubes numbers with index notation.

## In this unit you will learn



how to represent real life situations using algebra. You will learn how to interpret and simplify algebraic expressions. You will learn how to simplify and manipulate expressions. This includes collecting like terms, multiplying terms and factorising expressions. You will learn how to simplify terms using index notation.

## Key Vocabulary and Terminology



Tier 2: simplify, expand, evaluate, represent, unknown

Tier 3: term, expression, equation, formula, identify, indices, powers, like terms, square root, cube root, inverse, variable,

## Further Learning



[Practice Collecting Like Terms](#)

[Algebraic Terms Test Questions](#)

[Algebra Practice](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Mathematics Year 9 Representing Numbers: KLP 2**

## Previously you have learnt



How to represent numbers using fractions and decimals, and how to recognise equal fractions. You have also developed your key numbers skills, including recognising factors of 100 and multiplying and dividing by 100.

## In this unit you will learn



How to represent numbers between fractions, decimals and percentages and compare the size of different numbers. You will apply this knowledge to find percentages of a quantity, and compare the size of quantities. You will then apply your new percentage skills in context, to find VAT and to work backwards where a percentage increase or decrease has been applied. How to calculate percentage change in real life contexts. You will learn to apply multipliers to calculate repeated proportional change and learn about compound interest and depreciation.

## Key Vocabulary and Terminology



Tier 2: Portion, simplify, quantity, increase, decrease, tax

Tier 3: Multiplier, percentage, loan, VAT

## Further Learning



[Percentage of an Amount](#)

[GCSE Repeated Percentage Change Questions](#)

[Repeated Percentage Change GCSE Questions](#)

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# Student Learning Journey

**Subject: Mathematics Year 9 Algebra in Context: KLP 1, 2**

## Previously you have learnt



How to find the area and perimeter of simple shapes and how to find missing values in simple calculations.

## In this unit you will learn



How to represent relationships between numbers using algebra. You will then learn to solve different types of linear equations. Next, you will then learn how to find the area and perimeter of different shapes and you will apply your algebra skills to form equations related to shape and space.

## Key Vocabulary and Terminology



Tier 2: length, width, area, form, solve, represent

Tier 3: equation, variable, perimeter

## Further Learning



[Simple Linear Equation Problems](#)

[Solving Linear Equations: Practice Problems](#)

[Forming and Solving Equations from shapes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Mathematics Year 9 Ratio and Proportion: KLP 1**

## Previously you have learnt



How to use division to share numbers and how to represent and simplify fractions.

## In this unit you will learn



How to apply ratio notation and how to divide quantities into ratios. You will apply this knowledge to find missing quantities and write fractions in terms of ratios. You will learn how to apply ratios to solve problems.

## Key Vocabulary and Terminology



Tier 2: ratio, proportion, share, quantity

Tier 3: direct proportion, inverse proportion

## Further Learning



[Sharing in a Ratio: Bar Model](#)

[Ratio: Sharing the Total](#)

[Sharing into a Ratio](#)

## 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

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

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# Student Learning Journey

**Subject: Music Year 9 GCSE Term 2**

## Previously you have learnt



During Term 1 you started to develop your knowledge of the Inter-Related Dimensions of Music though focused listening and analysis, composition and performance tasks.

Initially starting to develop your knowledge through AoS 1; Musical Forms and Devices through listening and performing music from the classical era.

## In this unit you will learn



During this term you will develop your knowledge of AoS 1 further, integrating key vocabulary into your written and verbal answers as we broaden the musical horizon of Western Classical Music.

Alongside analysis you will be developing your confidence in composing and performing music, and will create a portfolio of initial composition ideas to use as stimulus in future tasks.

## Key Vocabulary and Terminology



### Tier 2

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

### Tier 3

Choral, chordal, counterpoint, descant, round, canon, drone, alberti bass, walking bass

## Further Learning



[Treble Clef notation](#)

[Note Lengths](#)

[Key Signatures](#)

## Hatton Character Qualities

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# Student Learning Journey

Subject: PE Year 9 Handball

## Previously you have learnt



The students have learnt dribbling and turning against defenders which has helped support their 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 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 9 Netball**

## Previously you have learnt



In Year 8, you recapped passing skills and fundamental rules, identified which pass is used when on a netball court. Progressed your attacking, defending and shooting skills then moved onto game situations using all the new skills you developed. You developed your overall knowledge of a netball game looking at positions. As well as knowing basic netball rules

## In this unit you will learn



In Year 9, you will recap netball fundamentals rules, use space on court, look at attacking and defending principles, team tactics with centre passes and working the ball around the circle.

## Key Vocabulary and Terminology



Tier 2: decision-making, speed, tactical, covering

Tier 3: footwork, pivoting, obstruction, possession, outwitting, intercepting, passing, receiving, ball handling, shooting, marking, dodging, speed, agility

## Further Learning



[Passing and receiving development](#)

[Creating space and use of movement](#)

[Shooting](#)

## 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 Education Year 9 What does justice look like in the 21<sup>st</sup> century?**

## Previously you have learnt



You understand how different religions begin and what it means to be religious. You can identify what an atheist perspective is, and understand the key principles of Humanism. You have studied ideas about social justice at length, and understand some religious responses to charity. You can explain why art is such an important part of religious and spiritual self-expression. You are able to explain some of the key religious and ethical perspectives about our role in caring for the environment. You understand how Buddhists approach life's big challenges and can identify how much culture can influence religion.

## In this unit you will learn



You will be considering what you think justice looks like in today's society. Thinking morally about issues of fairness and applying ethical theories to different dilemmas. You will think deeply about crime and punishment, why do some people commit crimes and how should we punish them? You will be applying religious perspective to issues such as capital and corporal punishment.

## Key Vocabulary and Terminology



**Tier 2:** Crime, punishment, capital punishment, retribution, reformation, deterrence

**Tier 3:** Ahimsa, fundamentalist, liberalist, sanctity of life, Adalat

## Further Learning



[Death penalty - Crime and punishment - BBC Bitesize](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Religious Studies Year 9 – what is a world view and why does it matter?**

## Previously you have learnt



You have previously learned about how what religion is and how they were founded. In this unit you were introduced briefly to the term 'world view'. Throughout year 7 and year 8 you have thought about how religion can impact the behaviour of a follower, for example the act of giving to charity, attitudes to eating meat and to the treatment of animals. You are becoming familiar with the key beliefs and practices of different world faiths.

## In this unit you will learn



What a world view is, as well as being able to analyse your own world view. You will understand what influences our world views and how these influences affect us differently at different points. You will look at how our world views affect actions and consider case studies of individuals whose world views have shaped their actions.

## Key Vocabulary and Terminology



**Tier 2:** social action lenses viewpoint influence reality material existence dream bias optimist

**Tier 3:** worldview spirituality agnostic atheist theist secular nihilist humanist

## Further Learning



[An overview of the four worldviews - Worldview Journeys](#)

[What is and isn't a non-religious worldview? » Understanding Humanism](#)

[Worldviews and religious education KS3 | Y7 Religious education Lesson Resources | Oak National Academy](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Design Technology (Resistant Materials) - Year 8 – Complex materials and making**

## Previously you have learnt



In year 7 you will have developed your knowledge of timber and a range of hand tools.

You will have used a specification to inform design and evaluation. You will have learnt how to work safely and independently in the workshop including selecting appropriate tools and ensure everything is stored safely.

You will have worked with CAD to model your design and produce technical drawings.

## In this unit you will learn



In this unit you will work with a new material area (polymer). You will understand its working and physical properties and use two types of polymer to create a product. You will learn how to cut, form and finish acrylic and use HIPS to create a mould.

You will also learn how we describe motion and how basic mechanism and machine work. You will learn how to communicate design ideas for electrical circuits.

## Key Vocabulary and Terminology



Tier 2: Sequence, Reflect, Process, Justify, Technique

Tier 3: Brief, Prototype, Functionality, Thermoforming Polymer, Mechanism, Schematic Drawing, Mould, Draft Angle

## Further Learning



BBC Teach: [Design and Technology](#)

Oak Academy: [The world of design](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 9 Biology CB1 Key Concepts in Biology**

## Previously you have learnt



In Year 7, you learnt some of the structures of plant, animal and bacterial cells, how to use a microscope and calculate magnification, key specialised cells and their adaptations as well as the structure of the digestive system and the role of enzymes in digestion.

## In this unit you will learn



To describe the structures and functions of sub-cellular structures in animal, plant and bacterial cells, describe how to use a microscope and calculate magnification, describe how specialised cells are adapted to their function, describe and explain how different factors can affect the rate of enzyme-controlled reactions and describe how different substances are transported across cell membranes.

## Key Vocabulary and Terminology



Tier 2: Describe, explain, structure, function.

Tier 3: Cell, organelles, microscope, magnification, resolution, nucleus, cell membrane, cytoplasm, mitochondria, ribosomes, cell wall, chloroplasts, vacuole, flagellum, plasmid, chromosome, enzyme, substrate, denatured, diffusion, osmosis, active transport.

## Further Learning



[BBC Bitesize – Key Concepts in Biology Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Science Year 9 Chemistry CC1 2 States of Matter and Mixtures**

## Previously you have learnt



In Year 7, you learnt the particle arrangement, motion and energy of solids, liquids and gases and explained state changes in terms of the particle model. In Year 8, you learnt the difference between elements, mixtures and compounds, what is meant by the term mixture and how to identify mixtures and some ways to separate them.

## In this unit you will learn



To describe the arrangement, movement and the relative energy of particles in each of the three states of matter: solid, liquid and gas. How to differentiate between pure and impure substances. You will explain how filtration, crystallisation and distillation are used to separate mixtures. You will conduct paper chromatography to separate substances and calculate Rf values.

## Key Vocabulary and Terminology



Tier 2: Describe, explain, compare, investigate.

Tier 3: Melting, freezing, evaporation, boiling, condensation, sublimation, deposition, kinetic, element, compound, mixture, pure, filtration, filtrate, residue, soluble, insoluble, solution, solute, solvent crystallisation, distillation, evaporate, condense, fractional distillation, chromatography, Rf value, desalination.

## Further Learning



[BBC Bitesize - States of Matter Notes](#)

[BBC Bitesize - Separating Mixtures Notes](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Sociology Year 9 What are the core themes of Sociology?**

## Previously you have learnt



The role of a sociologist in society and as a career. This includes the development of your sociological imagination and the importance of understanding issues of inequality and societal systems. You have also learnt about the difference between primary and secondary socialisation.

## In this unit you will learn



The different sociological theories that underpin sociological thought. Comparing structural theories such as Functionalism, Marxism, Feminism to social action theories. You will outline and evaluate each one, looking at how useful each theory is to understanding society.

## Key Vocabulary and Terminology



**Tier 2:** Society, capitalism, communism, function, inequality, class, gender, institution, system

**Tier 3:** Structure, action, macro, micro, value consensus, status, patriarchy, class conflict, alienation

## Further Learning



[Starting Sociology – The Sociology Guy](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Year 9 Spanish- La casa - House and Region**

## Previously you have learnt



In year 7 and 8 we have covered many topics in three tenses and can give reasons and opinions on these. In Year 8 we have learnt about town and are able to give directions to places in a town.

## In this unit you will learn



How to talk about our home and our region. We will learn adjectives and prepositions of place to describe buildings and places and give opinions on these. We will look at how people live in Spain and how that differs from our country. We will be able to understand and answer questions such as: ¿Cómo es tu casa? and Describeme Wellingborough.

## Key Vocabulary and Terminology



Tier 2: description, opinion, directions, prepositions

Tier 3: ¿Cómo es tu casa?

Describeme Wellingborough y tu región.

## Further Learning



Please look at our department Padlet

[Spanish KS3 \(padlet.com\)](https://padlet.com/SpanishKS3)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: BTEC Sport Tech Award Sport -2 Taking part and improving performance**

## Previously you have learnt



In Component one you looked at the types of sport and activities available for different types of participant along with looking at sport providers and barriers which may prevent sport participation. Task two looked at the types of equipment and technology for Sport and Physical Activity. Task three gave you the opportunity to lead small group practices and game based situations.

## In this unit you will learn



About the components of fitness used for different sports activities. You will also learn how to take part in sport as well as the roles and responsibilities of officials within the games that you play. You will work on how to improve sport techniques for you and your peers as participants.

## Key Vocabulary and Terminology



Analyse ; Communicate; Demonstrate ; Component ; Aerobic Endurance; Muscular Endurance ; Strength ; Speed ; Flexibility; Body Composition ;Power ; Agility ; Reaction Time; Balance ; Coordination ; Technique ; Officials;

## 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

What do I remember from last term? (complete at the start of the term)

Date of diary  
entry (complete

Key things I have learned during this  
term.

Questions I have for the teacher  
and their response.

Confidence  
levels with this  
terms topics.



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



# Student Learning Journey

**Subject: BTEC Sport - Component 3 A1/A2/A3 (Exam):** Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity.

## Previously you have learnt



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

## In this unit you will learn



A1 The importance of fitness for successful participation in sport Learners will understand how each of the components of physical and skill-related fitness are required to perform well in selected sports and how these are used when playing in different positions in team sports. **Components of physical fitness (BASSFM):** Aerobic endurance, muscular endurance, muscular strength, speed, flexibility and body composition. **Components of Skill related fitness (CRABP):** Power, agility, reaction time, balance and coordination. A2 Fitness training principles and how they can be applied to training programmes: **Basic principles of training (FITT) & Additional Principles of Training (SPORTAIR)**. A3 Exercise intensity: Heart rate intensity, Target zones, MHR, The Borg Scale – Rating of perceived exertion, 1RM, 15 RM and technology to measure intensity

## Key Vocabulary and Terminology



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

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

Perceived Exertion

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

Further Information



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

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

## Hatton Character Qualities

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# Student Learning Journey

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

## Previously you have learnt



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

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

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

## In this unit you will learn



**Learning outcome A: Explore types and provision of sport and physical activity for different types of participant:** A1 Types and providers of sport and physical activities. A2 Types and needs of sport and physical activity participants. A3 Barriers to participation in sport and physical activity for different types of participant. A4 Methods to address barriers to participation in sport and physical activity for different types of participants.

**Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity:** B1 Different types of sports clothing and equipment required for participation in sport and physical activity. B2 Different types of technology and their benefits to improve sport and physical activity participation and performance. B3 The limitations of using technology in sport and physical activity.

**Learning outcome C: Be able to prepare participants to take part in physical activity:** C1 Planning and delivering a warm-up

## Key Vocabulary and Terminology



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

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

## Further Learning

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

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

## Hatton Character Qualities

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## Reflection on my learning journey

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

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

Your response:

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

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

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



# Student Learning Journey

**Subject: Statistics Year 9 Planning and Collecting Data**

## Previously you have learnt



To have appreciation of data and the various places data can be found. An understanding of the difficulties with working with data and an experience with collecting data. During Key Stage 3 you will have learnt the different types of data and the sources of data.

## In this unit you will learn



To understand that there are different methods to collect primary/secondary data from different sources. To understand that data needs to be 'cleaned' before being used. You will learn the purpose of pilot surveys, how random response is used for sensitive questions and understand the techniques used to deal with possible problems associated with the collection of data (including issues of sensitivity). You will learn how to form a hypothesis, and know the appropriate strategies to test this hypothesis alongside factors to consider when testing.

## Key Vocabulary and Terminology



**Tier 2:** Random, investigation, factors, sample, population, census, hypothesis, census, survey

**Tier 3:** raw data, sampling frame, stratified sampling, cluster sampling, systematic sampling, convenience sampling, quota sampling, random sampling, strata, quantitative, qualitative, categorical, ordinal, bivariate, multivariate, discrete, continuous, explanatory variables, response variables, primary data, secondary data, pilot survey

## Further Learning



[What is the randomized response method?](#)

[What Is Data Cleaning And Why Does It Matter?](#)

[Problems of data collection](#)

## Hatton Character Qualities

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# Student Learning Journey

**Subject: Statistics Year 9 Sampling Methods**

## Previously you have learnt



The meaning of the term population and sample. You will have learnt the reasons why we use sampling rather than the whole population. You would have also begun to explore and identify the factors that affect the reliability of a sample.

## In this unit you will learn



To understand the terms, random, randomness and random sample. Understand the use of random numbers and some of the methods of generating these. To select a random sample, or a stratified sample, by one category as a method of investigating a population and appreciate how bias in a sampling procedure might occur and how it might be minimised. You will also learn the difference between opportunity (convenience) sampling, systematic sampling, quota sampling, judgement sampling and stratified sampling.

## Key Vocabulary and Terminology



Tier 2: sample, population, census, hypothesis, survey

Tier 3: sampling frame, stratified sampling, cluster sampling, systematic sampling, convenience sampling, quota sampling, random sampling, strata, primary data, secondary data, pilot survey

## Further Learning



[Stratified Random Sampling - Overview, How It Works, Pros and Cons](#)

[Stratified sampling - Collecting data - GCSE Maths Revision](#)

[Methods of sampling from a population](#)

## Hatton Character Qualities

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