



Student Learning Journey

Subject: Art Year 12 Identity terms 1+2

Previously you have learnt



You will have previously explored a selection of projects and starting points through GCSE and used a wide selection of media and processes to express your ideas and insights linking to your projects titles.

In this unit you will learn



This unit you will explore different ways to express your own identity, you will research a selection of artists and sources to inform your ideas and creative processes. You will build on your prior experiences and knowledge of Art, Craft and Design to create strong foundations for current and future projects.

Key Vocabulary and Terminology



Tier 2: evaluate, analyse, create, context, accuracy.

Tier 3: abstract, print making, collage, composition, contemporary, contrast, digital, dry point etching, lino cut, embellishment, expressive, gouache, acrylic, watercolour, horizon, Impressionism, Expressionism, Cubism, landscape, monochromatic, mono print, perspective, pigment, portfolio, sgraffito.

Further Learning



National Portrait Gallery: [People and Portraits](#)

Tate Gallery: [Art and Artists](#)

Saatchi Gallery: [Artists work](#)

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

Inspiration

Community



Student Learning Journey

Subject: Science Year 12 Biology Cell Recognition and the Immune System

Previously you have learnt



In combined science, you described what a pathogen is and explained the role of the specific immune system in defence against disease. In Triple Biology, you described the lifecycle of a virus, the concept of herd immunity and explained aseptic techniques. You also described the function of monoclonal antibodies, how they are produced and their advantages in medicine.

In this unit you will learn



That every cell has specific molecules on its surface that identify it. You will explain the role of various white blood cells and processes within the immune response such as phagocytosis, the cell-mediated response and humoral response. You will evaluate the uses of vaccines and monoclonal antibodies. You will learn the structure of HIV, how it replicates using helper T cells and how it causes the symptoms of AIDS. You will describe and apply knowledge of the use of antibodies in the ELISA test.

Key Vocabulary and Terminology



Tier 2: Surface, evaluate.

Tier 3: Receptors, antigen, phagocytosis, specific, complementary, monoclonal antibodies, lymphocytes, antigenic variability.

Further Learning



[Physics and Maths Tutor – Summary Notes, Mind Maps, Flash Cards and Questions.](#)

[Seneca learning – Biology AQA A-Level – Activities 2.4](#)

[YouTube – HIV Replication Animation](#)

[Additional reading – BBC News Article: Monoclonal Antibody Drug Trial Goes Wrong](#)

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Student Learning Journey

Subject: Science Year 12 Biology Transport Across Cell Membranes

Previously you have learnt



In Combined Science you explained how substances were transported into and out cells by diffusion, osmosis and active transport. You also carried out the core practical on investigating osmosis in potatoes and calculated the percentage gain and loss of mass in these cells.

In this unit you will learn



About the arrangement and movement of the structures of the cell surface membrane. You will develop your knowledge of how substances move across the membrane by learning about simple and facilitated diffusion and co-transport. You will also explain how cells are adapted to transport substances rapidly across their membranes.

Key Vocabulary and Terminology



Tier 2: Arrangement, structure, transport, adaptation.

Tier 3: Phospholipids, Glycoproteins, Glycolipid, Facilitated diffusion, Co-transport, Protein channels, Protein carriers.

Further Learning



[AQA Biology A-level: Transport Across Cell Membranes - Physics and Maths Tutor](#)
[Seneca Learning - Biology A Level - Activities 2.3](#)
[YouTube - Cell Surface Membrane](#)

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Student Learning Journey

Subject: Business BTEC Year 12 Unit 1 Assignment AB Business Organisations

Previously you have learnt



How to investigate successful entrepreneurs and their enterprises at KS4. You should know how the success of an enterprise is measured and understand how innovation and enterprise has both lead to success but also has an element of risk. You should now be able to apply the theory you have learned to real life business situations and will be able to transfer these skills to this unit.

In this unit you will learn



You will learn about the different types of organisation and how they are structured and the job roles available at different levels of the hierarchy. You will investigate aims and objectives and learn how they lead to the success of the organisation. You will also learn about the role of the stakeholder, how they influence the business decisions and the importance of communication with all parties who have a vested interest in the business and its activities. You will chose 2 contrasting businesses and conduct an investigation into the above.

Key Vocabulary and Terminology



Tier 2: List, research, search, identify, define, describe, analyse, aims, objectives.

Tier 3: Aims and objectives, organisation structure (hierarchy, span of control, chain of command and matrix), stakeholder, roles and responsibilities.

Further Learning



[Aims and objectives](#)

[Stakeholders](#)

[Organisational structure basics](#)

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Student Learning Journey

Subject: Business A Level Year 12 Improving Marketing Performance

Previously you have learnt



About marketing and the marketing mix at KS4. If not, you will have knowledge of brands and their importance to a business. You will also be aware of how a product is advertised via TV, radio, newspaper.

In this unit you will learn



About marketing objectives which include; sales volume and sales value, market size, market and sales growth, market share, brand loyalty. You will also learn about types of market research and then the interpretation of this data. You need to understand the value of the concepts of price and income elasticity of demand to marketing decision makers. You will learn about demographics and their influence on consumer's purchases. Lastly, you will look at the marketing mix including Boston Matrix and Product Life Cycle.

Key Vocabulary and Terminology



Tier 2: Extrapolation, correlation, brand, product life cycle, maturity, extension strategy, pricing strategies, e commerce, Boston Matrix, demographics, elasticity of demand, elastic, inelastic.

Tier 3: Market segmentation, competitive positioning, revenue streams, portfolio diversification, product innovation, pricing models, digital marketplaces, consumer analytics.

Further Learning



[Boston Matrix \(Product Portfolio Model\) | Business | tutor2u](#)

[Decision-Making to Improve Marketing Performance](#)

[Price Elasticity of Demand | Business | tutor2u](#)

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Student Learning Journey

Subject: A-Level Chemistry – Acids and Redox

Previously you have learnt



In both Combined Science and Triple Chemistry: You have learnt to define acids and alkalis in terms of the concentration of hydrogen ions released into solution. You have been able to write the general equations for the reactions of acids with metals, metal oxides, metal hydroxides and metal carbonates. You have been able to describe that oxidation is the loss of electrons and reduction is the gain of electrons.

In Triple Chemistry: You have used titrations to calculate concentration.

In this unit you will learn



In this unit you will need to recall the formulae of acids and alkalis to write symbol equations. You will have to conduct titrations to calculate unknowns. You will need to learn the rules for assigning and calculating oxidation number to write formulae using oxidation number. You will then explain redox reactions in terms of the increase or decrease in oxidation number.

Key Vocabulary and Terminology



Oxidation number, concordant, titration, standard solution, volumetric, oxidation, reduction, strong acid, weak acid, monoprotic

Further Learning



[Flashcards - Acids](#)

[Flashcards - Redox](#)

[Chemguide: Titrations](#)

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Student Learning Journey

Subject: A-Level Chemistry – Periodicity

Previously you have learnt



In both Combined Science and Triple Chemistry: You have learnt about the structure of the modern, Mendeleev's periodic table, and the link to the electronic configuration of atoms.

In Year 12: You have learnt how to use the Aufbau principle, Hund's Rule and the Pauling Exclusion principle to represent the electronic configuration of atoms.

In this unit you will learn



In this unit you will learn to describe and explain the periodic trends shown by the periodic table. You will be able to define the term ionisation energy and you will be able to use this to explain the trends in ionisation down a group and across a period. You will be able to explain the periodic trends in melting point based on the trend in structure and bonding.

Key Vocabulary and Terminology



Ionisation energy, quantum number, giant covalent, simple metallic, successive, electron configuration

Further Learning



[Physics and Maths Tutor: The Periodic Table](#)

[Physics and Maths tutor: Flashcards - Periodicity](#)

[Chemguide: Ionisation Energy](#)

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Student Learning Journey

Subject: A-Level Chemistry – Basic Concepts of Organic Chemistry

Previously you have learnt



In both Combined Science and Triple Chemistry: you have met basic homologous series including alkanes and alkenes.

In Triple Chemistry: you have met carboxylic acids, esters and alcohols.

In this unit you will learn



In this unit you will learn the key concepts of organic chemistry. You will learn how to classify molecules into homologous series. You will represent organic compounds in a variety of formula including: molecular, displayed, structural and skeletal. You will explain the difference between homolytic and heterolytic bond fission. You will learn how to name organics in accordance with the IUPAC convention.

Key Vocabulary and Terminology



Skeletal formula, structural formula, isomerism, addition, substitution, elimination, heterolytic, homolytic, homologous series, nomenclature

Further Learning



[Physics and Maths Tutor: Organic Chemistry](#)

[Foundations of Organic Chemistry - Michael Hornby, Josephine Peach - Oxford University Press \(oup.com\)](#)

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Student Learning Journey

Subject: A-Level Chemistry – Alkanes

Previously you have learnt



In both Combined Science and Triple Chemistry: You have learnt about the fractional distillation of crude oil and the key features of the alkane homologous series. You have learnt that the properties of the alkanes depend on the carbon chain length.

In this unit you will learn



In this unit you will learn to explain the gradual variation in boiling point with reference to London forces. You will be able to describe the nature of the carbon-carbon bond in greater depth. You will be introduced to the reactions of alkanes with halogens in the presence of UV light. You will be able to explain the reaction through the use of initiation, propagation and termination reactions.

Key Vocabulary and Terminology



Initiation, propagation, termination, homolytic, radical, substitution, London Forces

Further Learning



[Physics and Maths Tutor: Organic Chemistry](#)

[What is free radical substitution? \(chemguide.co.uk\)](http://chemguide.co.uk)

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Student Learning Journey

Subject: Computer Science Year 12 Unit 5 Computer Organisation and Architecture

Previously you have learnt



In the GCSE course, you will have looked at the many components that make up the CPU and how we can improve the performance of our Computer by increasing the size of RAM or changing the properties of the CPU. You have learnt the key differences between primary memory and secondary storage.

In this unit you will learn



About the architecture of the CPU and the fetch decode execute cycle in more detail, looking at buses and how data gets transferred to the different parts of the CPU. You will also be learning Assembly language instructions and how they get decoded and executed by the CPU.

Key Vocabulary and Terminology



Tier 2 : Explain, draw, analyse, write, complete, instruction.

Tier 3: Bus, processor, fetch, decode, execute, assembly, direct addressing, immediate addressing, instruction set, mnemonic.

Further Learning



<https://www.youtube.com/watch?v=kxsohFcgXBw>

<https://www.youtube.com/watch?v=lksflGq6Vbw>

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Student Learning Journey

Subject: Computer Science Year 12 Hardware and Software

Previously you have learnt



the basics of hardware and software, including how an operating system works and the different types of programming languages. You also learnt the function of logic gates and looked at how to use AND, OR and NOT gates.

In this unit you will learn



the different classifications of software and where they are used. We then drill deep into how operating systems work and the types of programming languages and the translators needed. In the final 2 topics we expand our knowledge of logic gates to include XOR, NAND and NOR gates and then use the laws of Boolean algebra to simplify equations.

Key Vocabulary and Terminology



Tier 2: calculate, complete, convert, define, design, explain, identify, label, refine, solve, write, rewrite, show

Tier 3: hardware, general-purpose/special-purpose software, operating system, utility programs, defragmenter, virus checker, library program, translator, virtual machine, processor scheduling, interrupt, embedded system, machine code, assembly language, assembler,

Further Learning



[A level AQA: SLR14 Hardware & software](#)

[A level AQA: SLR16 Logic gates & Boolean algebra](#) (Not videos 4 & 5)

Hatton Character Qualities

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Student Learning Journey

Subject: Drama Year 12 Term Two: Component 3 set text THAT FACE

Previously you have learnt



How to take a script from page to stage at GCSE level with *DNA* – specifically focussing on the craft of ‘Theatre Makers’: the actor in terms of vocal and physical skills, the overall concept from the director’s point-of-view and as a set, sound, costume or lighting designer.

In this unit you will learn



To understand and practice how to be a ‘Theatre Maker’: a designer, actor AND director of the play *That Face* by Polly Stenham.

To be able to write exam answers for Section B of the written examination: specifically as a performer and a designer (18 mark responses.)

Key Vocabulary and Terminology



Tier 2: style, genre, form, structure, narrative arc, characterisation, plot.

Tier 3: tempo-rhythm, emotion memory, narrative structure, protagonist, climax, exposition, mannerism, idiosyncrasy, motivation, naturalism, realism, heightened, vernacular, satire, turning point, projection, given circumstances, superobjective, sub-text.

Further Learning



[\(52\) Chekhov and the Moscow Art Theater: Crash Course Theater #34 - YouTube](#)

The above video provides context for the naturalism/realism movement by looking at the contribution of playwright Chekhov to theatre history. The roots of modern drama can be seen here, and directly relate to the study of a 20th century realist play text.

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Student Learning Journey

Subject: English Language and Literature Year 12 **Voices in Speech and Writing: *All My Sons***

Previously you have learnt



At GCSE, you studied drama texts, such as *An Inspector Calls*, which will prepare you for Arthur Miller's modern text, *All My Sons*. When studying literature texts last year, you would have worked with contextual factors in relation to prose and drama texts, how to analyse and evaluate a writer's craft and how to engage with a writer's intended use of language.

In this unit you will learn



With this text, you will find out how to engage critically with *All My Sons* and utilise context effectively. You will also consider how to analyse dramatic conventions, such as narrative voice, genre and style, and how to dissect extracts from a larger text, as the exam question is extract-based. Finally, you will really get to grips with how to analyse and critique spoken language and dramatic features of a text to an advanced level.

Key Vocabulary and Terminology



Tier 2: obligation, loss, memory, moral, war, consequences, class, accumulation, liability, culpability, guilt, profiteering

Tier 3: Realism, American Dream, Capitalism, Greek tragedy, three act play, in medias res

Further Learning



Context

Timebends: A Life by Arthur Miller
The Age of Anxiety: McCarthyism to Terrorism by Haynes Johnson
Looking for the Good War: American Amnesia and the Violent Pursuit of Happiness by Elizabeth D. Samet

Other wider reading

The Crucible by Arthur Miller
A View From the Bridge by Arthur Miller
Death of a Salesman by Arthur Miller
A Streetcar Named Desire by Tennessee Williams
Angels in America by Tony Kushner

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Student Learning Journey

Subject: A Level English Literature – Component 2: Prose – *Tess of the d’Urbervilles* and *A Thousand Splendid Suns* comparison

Previously you have learnt



At GCSE, you studied prose texts, such as *A Christmas Carol* and you considered how to work with contextual factors. You started building your confidence with how to analyse and evaluate a writer’s craft. You also engaged with comparing poems with Power and Conflict poetry.

In this unit you will learn



During this unit, you will explore how to engage critically with a prose text and utilise context effectively, and how to analyse prosaic conventions, such as narrative voice, genre and style. As this is a comparative unit, you will also learn how to compare two canonical texts and understand connections between them. You will also develop an in-depth understanding of the late Victorian period and the Aesthetic movement by studying the life, work and legacy of Thomas Hardy. In comparison with Hardy, you will explore the oeuvre of Khaled Hosseini and the history of Afghanistan.

Key Vocabulary and Terminology



Tier 2

rural, feminine, Victorian, oppression, gender

Tier 3

Novel, Late Victorian Period, Taliban, Soviet

Further Learning



Thomas Hardy further reading

Poems – Thomas Hardy
Return of the Native – Thomas Hardy
Short Stories – Arthur Morrison
Poetry – William Wordsworth

Khaled Hosseini further reading

The Kite Runner – Khaled Hosseini
And the Mountains Echoed – Khaled Hosseini

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Student Learning Journey

Subject: A Level English Literature – Component 4: NEA

Previously you have learnt



You have studied prose, drama and poetry so far; now it's time to venture out on your own and create your own project. You have studied the writer's craft and developed an appreciation for how texts are created, produced and presented, and you have started to consider critical theory in response to literary texts.

In this unit you will learn



You will now use everything you have learned about your core texts and apply them to your own analysis of texts. You will choose two texts and study how to compare them, considering aspects of craft such as genre, voice and form. You will also learn about how to find and apply critical theory, evaluating it and commenting on it as you go. Along the way, you will also learn how to organise your time and plan out your extensive analytical essay.

Key Vocabulary and Terminology



Tier 2

critical, evaluation, analysis, comparison

Tier 3

genre, form, symbolism, syntax, narrative voice

Further Learning



Doing English: A Guide for Literature Students by Robert Eaglestone

Literary Theory: A Complete Introduction by Sara Upstone

Literary Theory: An Introduction by Terry Eagleton

Reading Like a Writer by Francine Prose

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Student Learning Journey

Subject: A Level English Literature – Component 3: Poetry – Modernist Poetry

Previously you have learnt



At GCSE, you studied a range of poetry, both from an anthology spanning the centuries and unseen poetry. With these poems, you considered how to explore and analyse language, structure and poetic form. You also studied and practiced how to write evaluative, analytical essays and how to compare texts effectively.

In this unit you will learn



The origins, historical context and classification of Modernist poetry. You will explore this multinational cultural movement that took hold in the late 19th century and reached its most radical peak on the eve of World War I. It grew out of the philosophical, scientific, political, and ideological shifts that followed the Industrial Revolution, up to World War I and its aftermath. For artists and writers, the Modernist project was a re-evaluation of the assumptions and aesthetic values of their predecessors.

How to apply a range of critical reading strategies to the poems, especially contextual framings. This unit requires you to evaluate the texts in light of the contexts of creation, reproduction and reception. It requires you to critically appraise how meanings have been and continue to be shaped in poetry across time. You will consider how best to approach these poems from a contextual standpoint. You will be expected to explore nuanced comparisons between varied Modernist texts.

Key Vocabulary and Terminology



Tier 2

subversion, hegemony, faith, desire, expectations, ideology

Tier 3

Prosody, Allusion, (Post) Colonial, Modernity, Aesthetic

Further Learning



Books about poetry:

Poem: Lyric, Sign, Meter by Don Paterson
How to Read a Poem by Edward Hirsch
A Poet's Glossary by Edward Hirsch
The Cambridge Guide to Reading Poetry

Books of poetry by the Modernists:

The Waste Land and Other Poems by T.S. Eliot
The Collected Poems by Robert Frost
The New Collected Poems by Marianne Moore
Complete Poems by e.e. cummings

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Student Learning Journey

Subject: A Level English Literature – Component 3: Poetry – Post-2000 Poetry

Previously you have learnt



At GCSE, you studied a range of poetry, both from an anthology spanning the centuries and unseen poetry. With these poems, you considered how to explore and analyse language, structure and poetic form. You also studied and practiced how to write evaluative, analytical essays and how to compare texts effectively.

In this unit you will learn



The features of ‘modern’ poetry. This will involve understanding what the ‘modern’ is and how it is defined against other periods, by evaluating its hallmarks. You will explore ideas and concepts problematised by modern and postmodern literature and theory, including notions of self, authorship, meaning and relationships.

How to compare poems, and why this is a worthwhile endeavour. You will explore ways in which poems can be compared, evaluating which is worthwhile and why. You will explore the ways in which ideas, thoughts and feelings can be explored and transmitted via poetry. You will consider the ways in which texts interact, and the interplay between readers, poets and contexts.

Key Vocabulary and Terminology



Tier 2

Capitalism, Nihilism, subversion, canon, metamorphosis, modernity, abstract

Tier 3

Modernism, Postmodernism, Prosody, Meter, Anapest, Iamb, Dactyl, Spondee, Irony, Fragmentation, Allusion, Transubstantiation, (Post) Colonial

Further Learning



Books about poetry:

Poem: Lyric, Sign, Meter by Don Paterson
How to Read a Poem by Edward Hirsch
A Poet's Glossary by Edward Hirsch
The Cambridge Guide to Reading Poetry

Books of poetry by featured poets:

The Lammas Hireling by Ian Duhig
The Book of Blood by Vicki Feaver
Bloodshot Monochrome by Patience Agbabi
Countries of the Body by Tishani Doshi
Look We Have Coming to Dover! By Daljit Nagra
The Universal Home Doctor by Simon Armitage

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Student Learning Journey

Subject: Fashion and Textiles Year 12 Introduction to construction techniques - Theory

Previously you have learnt



At level two you will have gained a basic understanding of construction methods including the use of plain seams, gathers, darts and hems. You developed your confidence and control on the sewing machine and gained an understanding of basic pattern adaption techniques using block patterns.

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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In this unit you will learn



In this module, you will explore a wide range of more complex techniques and processes used in garment manufacture. This will include seams, hems, removal of fullness, fastening and additional features such as pockets and collars. You will also develop your understanding of pattern adaptations and learn to draft your own patterns using body measurements.

Key Vocabulary and Terminology



Tier 2: Identify, investigate, analyse

Tier 3: Design movement, demographic, iterative process, design brief, design development

Further Learning



Tilly and the buttons [Video tutorials](#)

The Fold Line [Pattern symbols](#)

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

Hatton Character Qualities

Excellence	Aspiration	Achievement	Inspiration	Community
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Student Learning Journey

Subject: Fashion and Textiles Year 12 Introduction to NEA - Minin NEA

Previously you have learnt



At level two you will have learned a variety of skills. These including practical experimentation, simple garment construction, fabric manipulation, presentation of a portfolio. You have researched, developed ideas and worked to a brief to produce a body of work and final outcome based of a brief and gieven context.

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In this unit you will learn



In this module you will learn about the NEA coursework required as 60% of your grade and how to develop and present your project as a digital body of work. The Mini NEA will be a breakdown of sections that you will sample, including building a brief, researching a context and developing a product for a specific user.

Key Vocabulary and Terminology



Tier 2: Identify, investigate, analyse

Tier 3: Design movement, demographic, iterative process, design brief, design development

Further Learning



Tilly and the buttons [Video tutorials](#)

The Fold Line [Pattern symbols](#)

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Hatton Character Qualities

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Student Learning Journey

Subject: Year 12 Film Studies – Component 1 Section A – Comparative analysis

Previously you have learnt



In GCSE, you have learnt how to study a film in its entirety and have learnt relevant analysis skills and key theories. In the beginning of this course, you have studied the key elements of film form and have learnt how to apply these to a range of film clips to consider how effects have been created. You have also studied spectator response theories, such as Hall.

In this unit you will learn



This unit will have you learn how to analyse key scenes in Vertigo and Alien. You will study the concept of an auteur and how Hitchcock and Coppola fulfil this concept. You will further explore the context of The Hollywood film industry, including the Golden Age of Hollywood and the impact of this context on modern films. You will also learn how to compare films and construct effective comparative essays. Gender representations will also be studied alongside the social contexts of both films.

Key Vocabulary and Terminology



Tier 2: Mise-en-scène Studio system Representation Corporations Cinematography Context

Tier 3: Xenomorph Auteur Aesthetic Hays code Patriarchal

Further Learning



[Film Studies fundamentals](#)

[Mr Gardner's Film Studies Channel](#)

[Studio binder – Vertigo blog](#)

[‘40 Years of Hurt, Face-Hugging Dreams of Breathing: Ridley Scott’s ‘Alien’, Cinephilia and Beyond:](#)

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Student Learning Journey

Subject: Year 12 Film Studies – Component 2 – Section A – Pan's Labyrinth and City of God

Previously you have learnt



Back in Key Stage 4 you studied Tsotsi as a non-English language film. In that unit you learned about how a film can present different cultures to us and how film-makers can construct a film to teach us about the social, cultural, historical and political contexts in the country of origin. This unit builds on this yet further. The unit builds on your A Level knowledge by taking many of the ideas you will have learned in your British film unit and applying them in a different scenario – this includes what you will have learned about narrative theory, ideology and aesthetics.

In this unit you will learn



You will learn about the social, cultural, historical and political contexts to both Post-Franco Spain and Spain and contemporary Brazil. You will learn about the political landscape in the two countries, including the dominance of fascism in Spain right up until the 1980s. You will then study how the two directors (Del Toro and Meirelles) have presented their films to construct a political comment on the two countries. You will study how ideological messages are presented to us through character, film language and aesthetics.

Key Vocabulary and Terminology



Tier 2: auteur, postmodernism, aesthetics,

Tier 3: Favela, Facism, Cubism, Goya, Communism, Francoist Spain, Cinema Novo

Further Learning



[City of God context and narrative](#)

[Making scenes feel real - City of God](#)

[COG - An 'open world' movie](#)

[A-Level Film Studies - 'Pan's Labyrinth' & Representation \(Part 1 of 2\) \(youtube.com\)](#)

[A-Level Film Studies - 'Pan's Labyrinth' & Representation \(Part 2 of 2\) \(youtube.com\)](#)

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: Further Mathematics Year 12 – Linear Transformations (Pure)

Previously you have learnt



Add, subtract, multiply and divide with matrices, the determinant and inverse of a matrix, reflect, rotate and enlarge shapes

In this unit you will learn



To represent linear transformations as matrices, perform reflections and rotations using matrices, perform enlargements and stretches using matrices, determine Invariant points and invariant lines. You will learn to perform successive transformations and inverse transformations and Linear transformations in three dimensions

Key Vocabulary and Terminology



Tier 2: image, transformation, reflection, rotation, enlargement, point, line, scale factor, determinant, single, inverse

Tier 3: stretch, unit square, invariant, area scale factor

Further Learning



[Practice](#) - worksheets, cheat sheets, questions by topic, past and practice papers with model solutions.

[Further Practice](#) - tutorials and worked solutions

Hatton Character Qualities

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Student Learning Journey

Subject: Further Mathematics Year 12 – Argand Diagrams (Pure)

Previously you have learnt



The equation of a circle, adding, subtracting, multiplying and dividing complex numbers, trigonometry in a right-angled triangle, Pythagoras' Theorem, solving a quadratic equation with complex roots, loci and constructions.

In this unit you will learn



To represent complex numbers on an Argand diagram, find the modulus and argument of a complex number, write a complex number in modulus-argument form and links to multiplying and dividing and represent loci and regions on an Argand diagram.

Key Vocabulary and Terminology



Tier 2: complex number, co-ordinates, vector, quadrant, locus, circle, perpendicular bisector, intersection

Tier 3: Argand diagram, real axis, imaginary axis, modulus, argument, principal argument, modulus-argument form

Further Learning



[Practice](#) - worksheets, cheat sheets, questions by topic, past and practice papers with model solutions.

[Further Practice](#) - tutorials and worked solutions

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Student Learning Journey

Subject: Further Mathematics Year 12 – Poisson Distribution (Statistics)

Previously you have learnt



The binomial distribution, expected value and variance of a discrete random.

In this unit you will learn



Modelling real-life situations using the Poisson distribution, the additive property of the Poisson distribution, expected value and variance of the Poisson and Binomial distribution and to approximate a Binomial distribution with a Poisson distribution.

Key Vocabulary and Terminology



Tier 2: Parameter, discrete random variable, distribution, independent, expected value, mean, variance, approximate

Tier 3: Constant average rate

Further Learning



[Practice](#) - worksheets, cheat sheets, questions by topic, past and practice papers with model solutions.

[Further Practice](#) - tutorials and worked solutions

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Student Learning Journey

Subject: Further Mathematics Year 12 – Series (Pure)

Previously you have learnt



Factorising expressions, simplifying, nth term of a sequence, arithmetic and geometric sequences and algebraic proof.

In this unit you will learn



The standard results for the sum of the first n natural numbers, the standard results for the sum of the squares and cubes of the first n natural numbers. You will learn to analyse the sum of the first n terms in a sequences whose nth term is a linear, quadratic or cubic function.

Key Vocabulary and Terminology



Tier 2: sigma (Σ) notation, sum, natural number, square, cube

Tier 3:

Further Learning



[Practice](#) - worksheets, cheat sheets, questions by topic, past and practice papers with model solutions.

[Further Practice](#) - tutorials and worked solutions

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Student Learning Journey

Subject: Geography Year 12 Place & Space

Previously you have learnt



In your AQA GCSE Geography course, you covered a wide range of topics that have prepared you for A Level Geography. You learned about the physical and human geography of various places, understanding key concepts like urbanisation, economic development, resource management, and the challenges of managing diverse environments. You also explored issues related to globalisation, migration, and the impacts of natural hazards, gaining a solid foundation in both the processes that shape our world and the interactions between people and places.

In this unit you will learn



In the 'Making Place, Changing Space' topic at A Level, you will delve deeper into how places are shaped by both natural and human processes. You'll explore the concepts of place identity and how places are experienced differently by different people. This unit will also cover the factors that drive change in urban and rural spaces, including economic shifts, migration, and the influence of government policies. You will critically examine case studies of places that have undergone significant changes, considering the social, economic, and environmental impacts of these changes.

Key Vocabulary and Terminology



Tier 2: Environment, Economic, Social

Tier 3: Place Identity, Urban Regeneration, Gentrification, Deindustrialisation, Rebranding, Spatial Inequality, Globalisation, Rural Decline, Sustainability, Social Exclusion, Suburbanisation, Counter-urbanisation, Decentralisation, Brownfield Sites, Gated Communities, Urban Sprawl, Smart Growth, Urban Morphology, Post-Industrial, Urban Blight

Further Learning



Royal Geographical Society (RGS) - Urban Regeneration and Place Identity [urban regeneration](#)

BBC Bitesize - Changing [urban environments](#)

National Geographic - The Human Footprint: How Humans are Shaping the Planet Website: [human footprint](#)

Planning Portal - Government Policies on Urban Planning and Regeneration [planning portal](#)

Geographical Association - Changing Places Resources Website: [changing places](#)

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Student Learning Journey

Subject: Year 12 Unit 3: Kunst in Deutschland

Previously you have learnt



In GCSE German, we have learnt about culture in Germany. You will have described a photo in your GCSE and learnt how to give an opinion about this.

In this unit you will learn



How to discuss the influence and role of art and architecture today in Germany. You will consider how contemporary architecture and art shapes every life and development in art, from the past to the present and into the future. We will be working on fluency in speaking and learning how to research in order to give an opinion.

Key Vocabulary and Terminology



Tier 2: subordinate and relative clauses, comparatives, superlatives, pluperfect

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

Wie wichtig ist Kunst für Sie? Was wissen Sie über die Architektur in Deutschland, Österreich und der Schweiz?

Further Learning



Here on our Padlet you can find articles and videos linking to our topic:

[A level German 2020 \(padlet.com\)](https://www.padlet.com/)

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Student Learning Journey

Subject: A-Level History, Year 12, Making of Modern Britain - Section 1: Building a New Britain, 1951-79

Previously you have learnt



How UK governments have been able to have an impact on the country through the Liberal Reforms of the early 20th century, and the introduction of the Welfare State in post-war Britain. You have also learnt about the international relations during the Cold War from 1947-1991, and the importance of ideologies in global affairs. You may also have learnt about the impact of the Second World War on Britain, particularly focusing on the damage of major British cities via the Blitz.

In this unit you will learn



The context on Atlee's Labour government before the Conservatives' 13 years of dominance. You will learn about the Conservative Prime Ministers and influencers between 1951- 1979 and the political, social, economic and foreign policies that proved some success and some failings. You will be able to confidently explain events of decolonisation, social change for the youth and class, political scandal and the post-war consensus. You will be familiar with terms like Stop-Go economics and explain its impact as well as the influence of the Windrush Generation.

Key Vocabulary and Terminology



Tier 2: Domestic, teenager, affluence, consumerism, decolonisation, electorate

Tier 3: Post war consensus, balance of payments, anti-establishment, special relationship

Further Learning



[AQA 2S course content](#)

[AQA 2S reading list](#)

Hatton Character Qualities

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Student Learning Journey

Subject: A-Level History Year 12 Tsarist and Communist Russia 1855-1964

Previously you have learnt



How monarchs have displayed absolute power, either in the medieval period with Tudor monarchs, or the power of the Kaiser in Germany. You have also studied the factors that have led to the downfall of monarchs during the English Civil War, and the difficulties with introducing a new system of government during the Interregnum. You have also studied the second order concepts of significance, change and continuity, and cause and consequence.

In this unit you will learn



About what Russia was like as a country in 1855, what type of difficulties it faced, and why. You will also study in depth the reigns of three tsar's: Alexander II, Alexander III and Nicholas II. You will also focus on the key themes across the course such as: political, social, economic, and religion, as well as looking at opposition groups and liberal ideas.

Key Vocabulary and Terminology



Tier 2: Bureaucracy, Conscription, Government, Soviet, General Strike

Tier 3: Autocratic, Over- procurator, Kulak, Communism, Continuity, change

Further Learning



[AQA 1H course content](#)

[AQA 1H reading list](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Mathematics Year 12 Pure – Graphs and transformations

Previously you have learnt



To factorise quadratics, sketch quadratic graphs, substitution into a formula, draw a curved graph and solve simultaneous equations.

In this unit you will learn



To sketch cubic, quartic and reciprocal graphs, state points of intersection. You will extend your knowledge of transforming graphs from translations and reflections to also include stretches and compressions.

Key Vocabulary and Terminology



Tier 2: Root, sketch, intersect, translation, stretch, reflection, vector

Tier 3: Cubic, quartic, reciprocal, asymptote

Further Learning



[Practice](#) - worksheets, cheat sheets, questions by topic, past and practice papers with model solutions.

[Further Practice](#) - tutorials and worked solutions

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Student Learning Journey

Subject: Mathematics Year 12 Pure - Circles

Previously you have learnt



To complete the square, determine the equation of a line between two points, solve quadratic equations and understand and apply the discriminant. You have also learnt various circle theorems and to determine the equations of parallel and perpendicular lines.

In this unit you will learn



To find mid-points, the equation of the perpendicular bisector of a line segment and the equation of a circle. You will learn to solve geometric problems with circles and straight lines using circle theorems.

Key Vocabulary and Terminology



Tier 2: Mid-point, parallel, perpendicular, centre, radius, tangent (to a circle), chord, semi-circle

Tier 3: Perpendicular bisector, complete the square, intersect

Further Learning



[Practice](#) - worksheets, cheat sheets, questions by topic, past and practice papers with model solutions.

[Further Practice](#) - tutorials and worked solutions

Hatton Character Qualities

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Student Learning Journey

Subject: Mathematics Year 12 Pure – Algebraic methods

Previously you have learnt



Using rules of indices, factorising quadratics, long division, the equation of a straight line, completing the square

In this unit you will learn



To manipulate algebraic fractions, perform long division of algebra. You will learn to understand and apply the Factor theorem, perform an Algebraic proof through proof by exhaustion and by counter-example.

Key Vocabulary and Terminology



Tier 2: simplify, numerator, denominator, factor, divide, remainder, prove/proof,

Tier 3: Factorise, polynomial, quotient, deduction, assumption, identity, exhaustion, counter-example, contradiction

Further Learning



[Practice](#) - worksheets, cheat sheets, questions by topic, past and practice papers with model solutions.

[Further Practice](#) - tutorials and worked solutions

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Student Learning Journey

Subject: Mathematics Year 12 Pure – the binomial expansion

Previously you have learnt



To expand brackets, collect like terms, apply rules of indices including fractional and negative indices.

In this unit you will learn



To explore and utilise Pascal's Triangle, use combinations and factorial notation. You will learn to use the binomial expansion and solve binomial problems including estimating using the binomial expansion.

Key Vocabulary and Terminology



Tier 2: row, natural number, integer, approximation

Tier 3: Pascal's triangle, coefficient, factorial, combination, binomial expansion

Further Learning



[Practice](#) - worksheets, cheat sheets, questions by topic, past and practice papers with model solutions.

[Further Practice](#) - tutorials and worked solutions

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Student Learning Journey

Subject: Mathematics Year 12 Applied – representation of data

Previously you have learnt



To construct and interpret bar charts, pie charts and calculate median, quartile, inter-quartile range, mean, standard deviation and use to form conclusions.

In this unit you will learn



To identify Outliers and to take into account when constructing and interpret Box plots, Cumulative frequency graphs, Histograms and comparing data sets.

Key Vocabulary and Terminology



Tier 2: Median, lower quartile, upper quartile, box plot, interquartile range, cumulative frequency, histogram, class width, compare, location, spread

Tier 3: Outlier, anomaly, data cleaning, ogive, frequency density

Further Learning



[Practice](#) - worksheets, cheat sheets, questions by topic, past and practice papers with model solutions.

[Further Practice](#) - tutorials and worked solutions

Hatton Character Qualities

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Student Learning Journey

Subject: Mathematics Year 12 Applied - Correlation

Previously you have learnt



To construct and interpret Scatter graphs, determine the equation of a straight line, gradient and y-intercept.

In this unit you will learn



To draw and interpret scatter graphs, including lines of best fit, interpret correlation including coefficients of the equation of a regression line and using a regression line to make predictions.

Key Vocabulary and Terminology



Tier 2: Scatter graph, plot, correlation, line of best fit, positive correlation, negative correlation, no correlation, estimate

Tier 3: Bivariate data, independent (explanatory) variable, dependent (response) variable, causation, regression, least squares regression line, interpolation, extrapolation

Further Learning



[Practice](#) - worksheets, cheat sheets, questions by topic, past and practice papers with model solutions.

[Further Practice](#) - tutorials and worked solutions

Hatton Character Qualities

Resilience	Open Mindedness	Creativity	Responsibility	Empathy
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Student Learning Journey

Subject: Music Year 12 A-Level Term 2

Previously you have learnt



During Term 1 you were introduced to the A-Level Music course, including the adaptations being made to tailor the course to your own strengths.

Alongside developing your performance skills, you were introduced to some of the new set works, and developed your analysis, aural dictation and arranging skills.

In this unit you will learn



During Term 2 you will be developing your confidence as a solo performer and learn more technically difficult repertoire

You will learn to compose and arrange short extracts for a range of instrumental combinations considering the range, techniques and requirements of the instruments. You will also be developing your analyse skills for the main features of the musical periods. Renaissance, Baroque, Classical and Romantic.

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, chromaticism, suspensions, false relations, diatonic, functional primary, secondary inversions, pedals, cadences, 7th chords, circle of 5ths, modulation, chromaticism, binary form, ternary form, rondo form.

Further Learning



<https://teoria.com/en/exercises>

[A Level Music Composition « www.ALevelMusic.com](http://www.ALevelMusic.com)

Hatton Character Qualities

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

Subject: Religious Education Year 12 Ethics

Previously you have learnt



You are able to reflect on and develop your own values, opinions and attitudes in the light of your studies. You have studied differing religious viewpoints on creation and considered the impact of world views on beliefs and behaviours. You have explored the concept of ethics and evaluated the arguments surrounding different ethical issues, for example in relation to justice. You have learnt how to adopt an enquiring, critical and reflective approach to the study of religion and have applied this when studying the relationship between religion and science and beliefs about the role of God in creation. You are familiar with key terms surrounding the nature and attributes of God such as omniscience, omnipotence and omnibenevolence. You understand some ethical terms such as Utilitarianism.

In this unit you will learn



You will study significant concepts and issues in the ethics through the works of key thinkers. You will learn to apply various normative ethical theories such as Natural Moral Law and tution Ethics. You will consider whether an ethical theory has the right response to issues such as Euthanasia and Business Ethics. You will study the work of many scholars, most notably Aquinas, Fletcher, Bentham, Mill, Kant, Hume, Barth and Bonhoeffer.

Key Vocabulary and Terminology



Tier 2: Evaluation, ethics, dilemma, analytical

Tier 3: Normative, Absolutist, Situationist, Deontological, Teleological, Antinomianism, Legalism, Utilitarianism, Sola Scriptura

Further Learning



[The Panpsycast Philosophy Podcast](#)

[Peped Educational & Teaching Resources](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Religious Education Year 12 Philosophy

Previously you have learnt



You are able to reflect on and develop your own values, opinions and attitudes in the light of your studies. You have studied differing religious viewpoints on creation and considered the impact of world views on beliefs and behaviours. You have explored the concept of evil and evaluated the arguments surrounding the existence of both God and evil and suffering. You have learnt how to adopt an enquiring, critical and reflective approach to the study of religion and have applied this when studying the relationship between religion and science and beliefs about the role of God in creation. You are familiar with key terms surrounding the nature and attributes of God such as omniscience, omnipotence and omnibenevolence.

In this unit you will learn



You will study significant concepts and issues in the philosophy of religion through the works of key thinkers. You will learn about the arguments of Plato and Aristotle in relation to reality and about the nature of the soul, mind and body. You will consider arguments about the existence or non-existence of God, focussing on arguments from observation and reason and the views of Aquinas, Hume, Anselm, Descartes and Kant. You will study the nature and influence of religious experience, and the challenge posed to religious belief by the problems of evil and suffering with an evaluation of the views of Augustine, Irenaeus and Hick.

Key Vocabulary and Terminology



Tier 2: Evaluation, evil, suffering, experience, consciousness

Tier 3: Ontological, Teleological, Cosmological, Materialism, Dualism, Monism, Empiricism, Rationalism, A priori, A posteriori

Further Learning



[The Panpsycast Philosophy Podcast](#)

[Homepage - Closer To Truth](#)

[Peped Educational & Teaching Resources](#)

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Student Learning Journey

Subject: Physics Year 12 Physics 03 Quantum Phenomena

Previously you have learnt



Combined Science and Separate Science students studied electron orbits and how emission and absorption spectra are formed via electron transitions between orbits. How this contributed to the Bohr model of the atom.

In this unit you will learn



The photoelectric effect and how it contributes to the idea that light has particle like properties. Ionisation and excitation and their application to the fluorescent tube. Line spectra and associated calculations including the use of the electron volt as a unit of energy. The de Broglie wavelength and its application to the theory of wave particle duality.

Key Vocabulary and Terminology



Tier 2: Calculate, investigate, explain, describe

Tier 3: Photoelectric, fluorescence, spectra, electron volt, de Broglie wavelength

Further Learning



[Quantum \(alevelphysicsonline.com\)](http://alevelphysicsonline.com)

[Seneca – Physics AQA A-Level 2.2.1-2.2.7](#)

[AQA Physics A-level Section 2: Particles and Radiation Revision - PMT](#)

QED THE STRANGE THEORY OF LIGHT AND MATTER BY RICHARD FEYNMAN – school library

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Student Learning Journey

Subject: Physics – Year 12 – Physics – 07 On the Move

Previously you have learnt



Newton's laws of motion, work done, power.

In this unit you will learn



This is a maths heavy topic so you will be carrying out many calculations. You will be using the 'suvat' equations and graphical methods for calculations involving uniform acceleration and graphical methods for calculations involving non-uniform acceleration. You will carry out a required practical investigating free-fall. You will end with projectile motion.

Key Vocabulary and Terminology



Tier 2: Calculate, extrapolate, explain

Tier 3: Acceleration, free-fall, projectile.

Further Learning



acceleration [revision \(alevelphysicsonline.com\)](http://alevelphysicsonline.com)

[Seneca – Physics AQA A-Level 4.1.7 - 4.1.12](#)

[motion in a straight line and projectiles Revision - PMT \(physicsandmathstutor.com\)](#)

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Student Learning Journey

Subject: Politics Year 12 Paper 1: UK Politics – Democracy and Participation

Previously you have learnt:



About the political system in the UK through the Life Skills lessons on this. There was a school-wide mock general election, so you will be aware of the major political parties, how the voting system works, who the current government is, and how it is important to participate in the democratic process. You will also be aware through Life Skills of the British Values and possible how they relate to the political system and how people can participate in the democratic process.

In this unit you will learn:



About the current systems of representative democracy and direct democracy, alongside the features of both of these types of democracies and the advantages and disadvantages of using each system. You will also learn about key milestones in the UK franchise as well as debates over extending suffrage in the UK. Additionally, you will learn about the impact and role of pressure groups and group politics and the different types of group politics. You will also learn about your rights in context, major milestones in UK rights, and debates about rights.

Key Vocabulary and Terminology



Tier 2: Evaluate, Analyse, Examine, To what extent

Tier 3: Legitimacy, Direct Democracy, Representative Democracy, Pluralist Democracy, Democratic deficit, Participation crisis, Franchise/Suffrage, Think tanks, Lobbyists.

Further Learning



[Tutor2U Politics Democracy and Participation](#)

[The Human Rights Act](#)

[Reform Act](#)

Hatton Character Qualities

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Student Learning Journey

Subject: Politics Year 12 Paper 1: Political Ideologies – Liberalism

Previously you have learnt:



That there are different schools of thought in political thinking. This underpins both the US and UK elements of the A-Level Politics course. You will have learnt how liberal ideas underpin the formation and content of the US Constitution and the ideas of the Founding Fathers.

In this unit you will learn:



How liberal ideas have developed within their historical context. Additionally, you will learn the core principles of liberalism such as, liberty. You will learn the differences between how modern, classical and neoliberals look at areas such as the state, society, human nature and the economy. Underpinning these ideas, you will examine the key thoughts of the key thinkers: John Locke, Mary Wollstonecraft, John Stuart Mill, John Rawls and Betty Friedan and learn how to use their ideas in essays.

Key Vocabulary and Terminology



Tier 2: Evaluate, Analyse, Examine, To what extent, compare

Tier 3: Meritocracy, mechanistic theory, social contract, Keynesian, individualism, atomised and justice

Further Learning



[Liberalism](#)

[The Main Ideas of Liberalism](#)

[Political Ideas Liberalism: The Basics YouTube Video](#)

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Student Learning Journey

Subject: Politics Year 12 Paper 3: US Politics and Government – US Constitution

Previously you have learnt:



About the political system in the UK through the Life Skills lessons on this. There was a school-wide mock general election, so you will be aware of the major political parties, how the voting system works, who the current government is, and how it is important to participate in the democratic process. You will also be aware through Life Skills of the British Values and possible how they relate to the political system and how people can participate in the democratic process.

In this unit you will learn:



About the nature of the US Constitution, the vagueness of the document, its codification and entrenchment, as well as the amendment process and the advantages and disadvantages of the formal process. You will also learn about the key features of the US Constitution such as federalism and bipartisanship, and evaluate their effectiveness today. Additionally, you will learn about the main characteristics of federalism, as well as the interpretations and debates around the US Constitution and federalism.

Key Vocabulary and Terminology



Tier 2: Evaluate, Analyse, Examine, To what extent

Tier 3: Bipartisanship, Checks and balances, Codification, Constitution, Entrenchment, Enumerated powers, Federalism, Limited government, Principle, Separation of powers

Further Learning



[Senate & Constitution](#)

[Tutor2U US Politics](#)

[The Nature of the US Constitution](#)

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: Sociology Year 12 Culture and Identity

Previously you have learnt:



What the sociology as a subject is and the focus of sociology on the influences from society which shape the behaviour of people, their experience and their interpretations of the world around them. You have also learnt about the core sociological theories, the changing nature of society, social stratification and current social issues. You will also have gained a broad understanding of CAGE factors in their influence across sociology.

In this unit you will learn:



About the difference conceptions of culture, including subculture, mass culture, folk culture and popular culture. You will also learn about the socialisation process and the role of the agencies of socialisation. You will learn about the self, identity and difference as both socially caused and socially constructed. You will also learn about the relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society, as well as the relationship of identity to production, consumption and globalisation.

Key Vocabulary and Terminology



Tier 2: Evaluate, Analyse, Explain, Define, Outline.

Tier 3: Norms, Values, Customs, Subculture, Mass culture, folk culture, Global culture, Local culture, Dominant Culture, Cultural homogenisation, Globalisation, Self-identity, Collective identity.

Further Learning



[Tutor2U Culture & Identity](#)

[Culture & Identity](#)

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Student Learning Journey

Subject: Year 12 Unidad 3: La Igualdad de los Sexos

Previously you have learnt



In GCSE how to use articles with accuracy and you learnt how to conjugate in the perfect tense (I have done something). You learnt some basic vocabulary about different jobs and careers.

In this unit you will learn



About how to discuss women in the world of work and at home. You will discuss the role of male chauvinism in Hispanic and Spanish societies and consider look at the role of feminism in these cultures. You will understand the changes to LGBT rights in Spain and in the Hispanic world and compare these with the UK.

Key Vocabulary and Terminology



Tier 2:

Opino claro que, tengo claro que, hay que recordar que, desde mi punto de vista

Tier 3: ¿Por qué cada vez hay más mujeres que estudian en la universidad?
¿Crees que las tareas domésticas están repartidas equitativamente en España?

Further Learning



If you access [this web page](#) then this will take you to one of the main sources of information about Mexican gender violence, including up to date statistics about the contemporary situation.

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Student Learning Journey

Subject: Year 12 Unidad 4: La Influencia de los Ídolos

Previously you have learnt



In Year 9 you learnt how to explain what genre of music you like and why, using a variety of adjectives. In GCSE, you learnt how to give extended opinions and how to discuss social issues such as charity work and volunteering. In unit 1 and 2 of the Year 12 course you have learnt how to give mature, extended points of view and to give contrasting opinions.

In this unit you will learn



How to discuss the positives/negatives influence of singers and film stars; consider if famous people have a social obligation to use their platform in a positive manner; consider the influence of fashion on young people.

Key Vocabulary and Terminology



Tier 2: A lo largo de, compone, por eso, así que, por lo tanto, al fin y al cabo, además, es más, incluso

Tier 3: ¿Piensas que los cantantes tienen el deber de recaudar fondos para las organizaciones benéficas?

¿Por qué crees que los cantantes quieren ayudar?

Further Learning



If you access [this web page](#) then this will take you to a really interesting article that discusses the influence of how the internet has made certain people more famous. This ties together the learning from unit 2 (El Ciberespacio) and unit 4.

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Student Learning Journey

Subject: BTEC National Extended Certificate in Sport Unit 3 - Learning Aim A

Previously you have learnt



Unit 1: Anatomy and Physiology: Demonstrating knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting the body systems.
Unit 2: Fitness Training and programming for Health, Sport and Well-being: Demonstrating knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being

In this unit you will learn



A1: Scope and provision of the sports industry. Sport and recreation industry data, Geographical factors, Socio-economic factors, Season factors. A2: Careers and jobs in the sports industry: Key pathways, Sectors, Local/ National employers, sources of information on careers in sport A3: Professional training routes, legislation, skills in the sports industry: Career pathways. A4: Sources of continuing professional development (CPD), memberships of professional bodies, career progressions training, gaining knowledge.

Key Vocabulary and Terminology



Tier 2: Key pathways, Sectors, Career pathways, safeguarding – DBS,

Tier 3: Local and National employers, professional bodies

Further Learning



[Birmingham 2022 Commonwealth games](#)

[Jobs in Sport](#)

[Careers in Sport](#)

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Student Learning Journey

Subject: Btec Sport Extended Certificate Unit 5 Fitness Testing

Previously you have learnt



- Reliability, Practicality and Validity of fitness testing in Level 2 Btec courses
- Matching fitness tests to components of fitness

In this unit you will learn



About the principles of fitness testing along with exploring different fitness tests for different components of fitness. You will then go on to learn how to evaluate and feedback your fitness test results.

Key Vocabulary and Terminology



Tier 2 safe administration; normative data, procedure; interpretation
Tier 3 practicality, validity, reliability, suitability

Further Learning

[BTEC Nationals | Sport \(2016\) | Pearson qualifications](#)

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Student Learning Journey

Subject: Btec Sport Level 3 – Unit 1 Anatomy and Physiology (CV Sytsem)

Previously you have learnt



- The basic structures of the heart
- The main function of the cardiovascular system during exercise
- The main components of the blood

In this unit you will learn



- The structures of the heart and the functions of each of these
- The structures of the different types of blood vessels and how these allow them to function within the CV system
- The way in which the different components of blood allow a variety of functions of the CV system to occur
- The immediate response of the CV system to exercise and how the system adapts to exercise over time

Key Vocabulary and Terminology



Tier 2 Structure, function, characteristics, responses, adaptations

Tier 3 Vasodilation, vasoconstriction, semi permeable membrane, diffusion, neural control of the cardiac cycle, purkinje fibres, atrioventricular valve.

Further Learning

[BTEC Nationals | Sport \(2016\) | Pearson qualifications](#)

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Student Learning Journey

Subject: Btec Sport Level 3 – Unit 1 Energy Systems

Previously you have learnt



- The use of calories to produce energy
- The difference between aerobic and anaerobic energy production
- Basic nature of sporting events that use either aerobic or anaerobic energy production

In this unit you will learn



- The structure of ATP and how it used to produce energy
- The difference between aerobic and anaerobic respiration
- The process of energy production in the Phosphocreatine System
- The process of energy production in the Lactate System
- The process of energy production in the Aerobic Energy System
- The duration, intensity and uses in sport of each energy system
- The recovery times for each energy system

Key Vocabulary and Terminology



Tier 2 Respiration, Adenosine Triphosphate, Intensity,

Tier 3 Coupled reaction, Electron transport chain, Krebs Cycle, Exothermic, Endothermic, Energy continuum

Further Learning

[BTEC Nationals | Sport \(2016\) | Pearson qualifications](#)

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Student Learning Journey

Subject: Btec Sport Level 3 – Unit 1 Anatomy and Physiology (The Skeletal System)

Previously you have learnt



Basic names of bones and muscles. Basic knowledge of the structure of the body systems: Cardiovascular and Respiratory systems.

In this unit you will learn



Knowledge of the structure, functions, characteristics and other additional factors of the skeletal system. Understand the short and long term effects of sports and exercise on the skeletal system and additional factors that can affect the skeletal system. Analyse exercise and sports movements and evaluate how body systems are used and interrelate to carry out exercise.

Key Vocabulary and Terminology



Tier 2 Structure, function, characteristics, responses, adaptations

Tier 3 osteoblasts, osteoclasts, ossification, epiphyseal plate, kyphosis, scoliosis, sesamoid, axial/ appendicular skeleton, cartilaginous/ fibrous/ synovial joints. Flexion, extension, dorsiflexion, plantarflexion, lateral flexion, horizontal flexion/ horizontal extension, hyperextension, abduction, adduction, horizontal abduction and adduction, rotation, circumduction).

Further Learning

[BTEC Nationals | Sport \(2016\) | Pearson qualifications](#)

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Student Learning Journey

Subject: PE Btec Level 3 Sport Unit 2 Fitness Training and Programming

Previously you have learnt



You have covered the components of fitness from the Btec Level two course with the assessment method being similar to the level two course. You have also covered the components of a balanced diet.

In this unit you will learn



The Lifestyle factors and Health Monitoring Tests along with lifestyle modification techniques. The course then moves on to cover questions on diet, training methods and applying the principles of training to your client

Key Vocabulary and Terminology



Tier 2 develop, client, explain

Tier 3 interpret, justify, lifestyle factors, training methods

Further Learning

[BTEC Nationals | Sport \(2016\) | Pearson qualifications](#)

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