Student Learning Journey

Subject: Dance Year 11 Skills of Responding to the Brief Term 3

Previously you have learnt

Last term you choreographed a 10-15minute performance in response to a set stimulus and brief in preparation for you upcoming external assessment.

In this unit you will learn

In this unit, you will have been set your external brief by pearson exam board. You will start to explore ideas of the set stimulus and progress to develop and identify skills you can improve and how this could be achieved.

Key Vocabulary and Terminology

Tier 2: Performance techniques, concentration, commitment, performance, evaluation, performance space

Tier 3: Energy, focus, theme, target audience, research, interpretative, collaborative skills, investigate, reference, explore, analyse, brief, stimulus.

Further Learning

btec tech award in performing arts: component 3 - youtube –this video explains from the exam board the component and target outcome.

Exam tips: Performance Skills GCSE Dance Section B Revision - Bing video -this video will cover Skill technique and will help develop your technical ability

Hatton Character Qualities

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

Student Learning Journey

Subject: Drama Year 11 Term Three: Performing/Designing a Script

Previously you have learnt

How to take a script from page to stage in Year 10 with *DNA* –specifically focussing on the craft of the actor in terms of vocal and physical skills, or as a designer of costume, lighting, set or sound.

In this unit you will learn

To put your practical skills into practice by taking TWO extracts of a script and preparing a performance to a live audience.

You will work as either a performer or designer on a combination of monologues, duologues or group pieces and rehearse two performances for assessment to a visiting examiner.

This will be 20% of your GCSE.

Key Vocabulary and Terminology

Tier 2: designer, performer, rehearsal, cue

Tier 3: Pitch, pace, pause, emphasis, volume, intonation, tone, space, body language, posture, gesture, eye contact, movement, facial expression, proxemics, gait, inflection, accent, tension, conflict, climax, dramatic pause, contrast, juxtaposition, convention, device.

Further Learning

Scripted drama - GCSE Drama Revision - Edexcel - BBC Bitesize

Hatton Character Qualities

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

Student Learning Journey

Subject: English Year 11 A Christmas Carol by Charles Dickens

Previously you have learnt

In Year 7, you will have covered Oliver Twist with links to Victorian Context and the effects of industrialisation on poverty and society.

In Year 8, you will have covered Sherlock Holmes and focused on the presentation of crime, the police and community as well as women in the 19th Century.

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

In this unit you will learn

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

Key Vocabulary and Terminology

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

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

Further Learning

Massolit: A Christmas Carol

The Complete Original Text Online

A Christmas Carol Audiobook Online

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: English Year 10 An Inspector Calls by J B Priestley

Previously you have learnt

In Year 7, you will have covered Oliver Twist with links to late 19th and early 20th Century context, and the effects of industrialisation on poverty and society.

In Year 8, you will have covered Sherlock Holmes and focused on the presentation of crime, the police and community as well as women in the 19th and early 20th Century.

In Year 9, you studied the play Macbeth and considered how drama texts might be presented on stage to explore themes and ideas.

In this unit you will learn

Ways to approach Priestley and mid-20th century drama. You will explore the hallmarks of mid-20th century 'drawing-room drama' and realist theatre, exploring how meanings within it are shaped. You will learn clear, concise and critical arguments that explore layers of meaning and a range of perspectives. You will explore the contexts that shaped the play looking at both early and mid 20th century values, traditions, beliefs and events. You will explore how these might have shaped Priestley's view and therefore the play; you will also explore the ways in which the play can and perhaps should be perceived in your context of reception.

Key Vocabulary and Terminology

Tier 2: Industrialisation, poverty, allegory, moralistic, hierarchy, stratification, prejudice, prestige, corporation, dejection, degradation, characterisation, generation, inheritance, profit, capitalism, disenfranchisement, privilege, disadvantage

Tier 3: Realism, proxemics, dramatic tension, dramatic irony, dramatic structure, dramatic device, interrogate, scrutinise, denouement, climax, conscription, hegemony, industrial action, strike

Further Learning

Massolit An Inspector Calls Lectures

The Complete Text Online

Video of the Play

Hatton Character Qualities

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

Student Learning Journey

Subject: English Year 10 GCSE English Language Paper 1: *Explorations in Creative Reading and Writing*

Previously you have learnt

At Key Stage 3, you will have read high quality classic prose fiction, such as Oliver Twist by Charles Dickens and the Sherlock Holmes Mysteries by Arthur Conan Doyle.

You will have developed ways to approach and analyse class reader texts, such as Skellig and The Secret Garden. In addition, your own background in reading for pleasure will be a great help and support to you in your studies for Paper 1!

In this unit you will learn

Ways to approach English Language Paper 1 Section A: You will learn how to read, understand and analyse a high quality unseen prose fiction extract. You will learn the particular assessment foci of each question in Section A. You will understand the best way to approach each question, including timings, key words, and phrases that will help you to gain marks.

You will learn strategies to help you write a successful response to the creative and descriptive writing prompts in Section B.

Key Vocabulary and Terminology

Tier 2: metaphor, extended metaphor, simile, personification, repetition, chronology, revelation, resolution, climax, setting, focus, shift, zoom

Tier 3: protagonist, antagonist, author, exposition, characterisation, foreshadowing, cyclical structure, sibilance, juxtaposition, narrative voice, narrative perspective, allusion, imagery, symbolism, motif, flashback

Further Learning

GCSE English Language - BBC Bitesize

Structure of fiction texts - Language and structure - AQA - GCSE English Language Revision - AQA - BBC Bitesize

Hatton Character Qualities

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

Student Learning Journey

Subject: English Year 11 GCSE English Language Paper 2*: Writers' Viewpoints and Perspectives*

Previously you have learnt

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

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

In this unit you will learn

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

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

Key Vocabulary and Terminology

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

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

Further Learning

Analysing non-fiction - GCSE English Language Revision - AQA - BBC Bitesize

Comparing texts - GCSE English Language Revision - AQA - BBC Bitesize

Non-fiction texts - Non-fiction text types - AQA - GCSE English Language Revision - AQA - BBC Bitesize

Hatton Character Qualities

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

Student Learning Journey

Subject: English Year 11 GCSE English Literature Past and Present: Poetry Anthology (Power and Conflict Cluster)

Previously you have learnt

You have studied a variety of poems linked to the theme of conflict in Year 7. In Year 8 you revisited conflict along with ideas about power and corruption in your studies of *Animal Farm*. You studied a corrupt leader in *Macbeth* by William Shakespeare in Year 9. You also studied a wide variety of poems in Year 9. Whilst studying these poems you explored how to approach and analyse poetic language and form, and how to understand and utilise historical context.

In this unit you will learn

Ways to approach poetry as a form of human expression: understanding each poem's place within history and the literary canon. You will review the ways in which poets make meaning, including the exploration of layers of meaning. You will learn to construct sophisticated arguments to explain your evaluation of poems, poets and their ideas. You will explore and discuss the contexts that shaped the poems, looking at the Romantic Era, Colonisation and the Windrush experience, Irish identities, the Crimean War and both World Wars. You will consider how the themes of power and conflict can be traced through to more modern wars and the immigrant experience. You will learn how to make a confident and well-argued personal response in which you compare two poems.

Key Vocabulary and Terminology

Tier 2: love, violence, romantic, hostile, adversary, canker, malcontent.

Tier 3: Renaissance, Elizabethan, tragic, inevitability, patriarchy, feudal, courtly love, Petrarchan sonnet, prosody, ribaldry, profanity, metaphor, iambic pentameter, blank verse, defiance, predestination, mutability, lyricism, dictatorial, city-state, hypocritical.

Further Learning

Short Course of Lectures on Poetry

Linking the Poems: Power and Conflict Revision

William Blake's London BBC Teach (all the videos in this series are really helpful)

Hatton Character Qualities

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

Student Learning Journey

Subject: English Year 11 GCSE English Literature *Romeo and Juliet* by William Shakespeare

Previously you have learnt

You have studied a minimum of three Shakespeare plays: in Year 7 you studied Shakespeare's comedy, *A Midsummer Night's Dream*; In Year 8 you then read the play *The Tempest*; finally, in Year 9, you studied *Macbeth*. Whilst studying these plays you explored how to approach and analyse Shakespearean language and how to understand and utilise historical context.

In this unit you will learn

Ways to approach Shakespearean drama: understanding Shakespeare's place within history and the literary canon. It will involve exploring the ways in which Shakespeare makes meaning, including the exploration of layers of meaning. You will learn to construct sophisticated arguments to explain your evaluation of the text and its ideas. **The ways in which context informs and influences a text:** explore the contexts that shaped the play looking at Elizabethan, Renaissance and Early Modern values, traditions, events, beliefs and features. You will explore how these might have shaped the play; you will also explore the ways in which the play can and perhaps should be perceived in your context of reception.

Key Vocabulary and Terminology

Tier 2: love, violence, romantic, hostile, adversary, canker, malcontent.

Tier 3: Renaissance, Elizabethan, tragic, inevitability, patriarchy, feudal, courtly love, Petrarchan sonnet, prosody, ribaldry, profanity, metaphor, iambic pentameter, blank verse, defiance, predestination, mutability, lyricism, dictatorial, city-state, hypocritical.

Further Learning

Shakespeare Birthplace Trust – Museum from Home

Romeo & Juliet by Shakespeare: The Play

BBC Bitesize: GCSE Romeo & Juliet Exam Style Questions

Romeo and Juliet | University of Oxford Podcasts - Audio and Video Lectures

Hatton Character Qualities

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

Student journey map

Subject: Film Studies – Year 11 – GCSE – Component 1, Section A – US Comparative –Invasion of the Body Snatchers & E.T.

Previously you have learnt

How to analyse a film – looking at key film language and theories.
Key moments in the film industry
Concepts within narrative theories.
Genre and hybrids – specifically the sci-fi genre

What you will learn in this unit

Key events within the American film industry
Context surrounding IOTBS and E.T.
How to compare two films and their contexts.

Examples of Tier 2-3 Vocabulary that you may come across

Alienation	CinemaScope
American dream	Technicolor
Communism	Multiplex
Capitalism	Generation X

Further Links and Associated Reading/Subjects

Blended learning document - https://d3kp6tphcrvm0s.cloudfront.net/wjec22-23_2-5/0/5
YouTube revision playlist - https://www.youtube.com/watch?v=hzed0ZMufJQ&list=PLdVUvyQLPgRZPGOAdGhGjxbPkC-l3Otai
Context revision - https://www.youtube.com/watch?v=lD1RfdUfRYo
Invasion of the Body Snatchers - https://www.loc.gov/static/programs/national-film-preservation-board/documents/invasion_body.pdf

Hatton Characteristics

Student Learning Journey

Subject: Geography – Year 11 – Changing Economic World

Previously you have learnt

In KS3 and KS4 you have learnt about a range of physical and human geographies. You have a broad understanding of development and the way in which countries are classified and how those classifications are made. You have studied physical processes like natural disasters where the range impacts vary depending on the level of development of country affected.

In this unit you will learn

You are going to learn about The *Changing Economic World* understand how countries around the world develop and change economically. It explores how different places have different levels of development and how this affects people's lives. To help understand the concept better, we will look at two countries as case studies**: Nigeria, Jamaica and the UK**. These countries have different levels of development.

Key Vocabulary and Terminology

Tier 2:
Aid, import, export, economy, politics

Tier 3:
Sustainable development, globalisation, trade imbalance, development indicator, transnational corporation, industrialisation

Further Learning

CEW BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/zg93ycw

Hatton Character Qualities

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

Student Learning Journey

Subject: Term 3 German Y11 Revision

Previously you have learnt

In Year 8 and Year 10 (Unit 6.2), we covered the topics of health and also talking about our community in Year 10 (Unit 5.2). We can confidently speak and write in three-timeframes. We have completed our mocks to identify gaps in our knowledge and can identify our strengths and weaknesses.

In this unit you will learn

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

Key Vocabulary and Terminology

Tier 2: reflexive suffixes, conditional tense

Tier 3: unterstüzen, sich streiten, der Flüchtling, adjective endings, verschwinden, bedürftig, obdachlos

Further Learning

Please look at our department Padlet

KS4 - German links (padlet.com)

Hatton Character Qualities

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

Determination	Curiosity	**Verbal Confidence**	Social Intelligence	Citizenship

Student Learning Journey

Subject: Health and Social Care Year 11 R035 Coursework

Previously you have learnt

About the principles of care in Health and Social Care and supporting individuals through life events.

In this unit you will learn

How to create your own Public Health Campaign. You will include the reasons why a healthy society is important and the challenges faced by society in controlling communicable diseases. You will research health promotion campaigns and explore the benefits to society. Finally, you will evaluate your performance.

Key Vocabulary and Terminology

Tier 2: Dependency, mental health first aiders, type 2 diabetes, obesity, life expectancy.

Tier 3: Morbidity, mortality, HPV vaccine, IVF, HIV, endorphins, socio-economics and disposable income.

Further Learning

Public Health England - GOV.UK (www.gov.uk)
NHS England
Public Health Campaigns | Research Prevention | ODP (nih.gov)

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: History Y11 GCSE - Germany Democracy and Dictatorship 1890 - 1945

Previously you have learnt

How the end of World War One affected countries around the world, in particular the views of the Big Three - USA, France and Britain. We analysed the impact of treaties and world organisations such as the Treaty of Versailles and the League of Nations. Consequently, we evaluated the causes and consequences of Britain's appeasement towards Germany, which contributed to the rise of Hitler's dictatorship and the outbreak of World War Two.

In this unit you will learn

How the consequences of World War One changed Germany politically, socially and economically, focusing our analysis on how Germany changed from authoritarian rule to a democracy, which was superseded by a dictatorship and culminated with World War Two. Using our social intelligence, we will understand how German people were willing to vote for Adolf Hitler and the impact his policies had on their lives.

Key Vocabulary and Terminology

Tier 2:

Depression	Inflation	Government	Prejudice	Genocide

Tier 3:

Bundesrat	Reichstag	Weltpolitik	Lebensraum	Volksdeutsch

Further Learning

BBC Bitesize Germany - GCSE History Revision - AQA - BBC Bitesize

GCSE Pod Germany GCSE Learning and Revision | GCSEPod

YouTube Podcast Weimar and Nazi Germany Topic 1: The Weimar Republic 1918-29 - YouTube

Hatton Character Qualities

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

Student Learning Journey

Subject: Life Skills Year 11 Healthy Relationships

Previously you have learnt

In Year 9 you have learnt about respectful relationships and parenting with a focus on Consent, relationships abuse and sexual images. You covered Intimate relationships with a focus on pregnancy, contraception and STI's.

In this unit you will learn

About Sexual health and safer sex, including sex under the influence and capacity. You will cover the social attitudes to sending nudes and sexting as well as a focus on revenge porn and sexual harassment. You will learn about consent and linking this to sexual expectations.

Key Vocabulary and Terminology

Tier 2: Masturbation, orgasm, sexting, nudes, consent, up skirting, revenge porn, takedown policy, victim blaming, shaming, capacity, chemical sex, conceive

Tier 3: Infertility, fertility

Further Learning

https://brook.org.uk/

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

https://www.sexwise.org.uk/

Hatton Character Qualities

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

Term 1

Student Learning Journey

Subject: Mathematics Year 11 Representing Movements: KLP 4

Previously you have learnt

How to represent, interpret and apply vectors to describe and apply movement. You have also worked with bearings, again both measuring and drawing. This has included back bearings. You have learned to apply a range of transformations; reflection, translation, rotation and enlargement.

In this unit you will learn

How to understand, use and recall the trigonometric ratios sine, cosine and tan, and apply them to find angles and lengths in right angled triangles in 2D figures. You will learn to apply this to solve problems in different contexts. You will learn to derive the exact values of sin θ and cos θ and tan θ.

Key Vocabulary and Terminology

Tier 2: Movement, Relationship, Direction, Column Vector, Parallel, Perpendicular, North, East, South, West, Ratio

Tier 3: Scalar multiplication, Transformation, Sine, Cosine, Tangent, Proportion, Scale Factor, Mirror Line, length, angle, theta.

Further Learning

Trigonometry Introduction

3D Trigonometry

Hatton Character Qualities

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

Student Learning Journey

Subject: Mathematics Year 11 3D Shape and Space: KLP 3

Previously you have learnt

How to represent 3D shapes and surface area of core solids, such as cube, cuboid, triangular prism and cylinders. You have also learnt how to find the area of different 2D shapes.

In this unit you will learn

How to find the volume of a prism, including a triangular prism, cube and cuboid. You will calculate volumes of right prisms, cylinders, spheres, pyramids, cones and composite solids. You may be expected to estimate answers by rounding.

Key Vocabulary and Terminology

Tier 2: Sketch, calculate, estimate, convert, represent, face, edge, dimension, cubic, plans, volume, surface area, capacity, measurement, accuracy

Tier 3: Vertex, prism, pyramid, sphere, cone, plane of symmetry, net, front elevation, side elevation.

Further Learning

Similar Shape Volumes

Volume: Problem Solving

Hatton Character Qualities

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

Student Learning Journey

Subject: Mathematics Year 11 Sequences and Graphs: KLP 5, 6, 7

Previously you have learnt

How to represent sequences using algebra. You have then learnt how to solve both linear and simultaneous equations. You have learned how to represent relationships on straight line graphs.

In this unit you will learn

How to recognise and how to factorise quadratic expressions. You will learn to solve quadratic equations in a range of forms. You will also learn how to plot a quadratic graph graphically, and solve problems using the graph. You will then move onto understanding, sketching and interpreting cubic graphs and graphs of the reciprocal function.

Key Vocabulary and Terminology

Tier 2: Represent, relationship, axis, coordinate, relationships, represent

Tier 3: y-intercept, x-intercept, formula, expression, point of intersection, gradient, quadratic, vertex, simultaneous equation, cubic, reciprocal

Further Learning

Factorising Quadratics Video

Quadratic Equations in Context

Hatton Character Qualities

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

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Term 2

Student Learning Journey

Subject: Mathematics Year 11 Mock Preparation

Previously you have learnt

The complete the GCSE Maths Course. The GCSE Higher is split into 12 units: Number Sense, Introduction to Algebra, Representing Numbers, Algebra in Context, Data and Statistics, Ratio and Proportion, 2D Shape and Space, Trigonometry, 3D Shape and Space, Sequences and Graphs, Representing Movements, Probability, Advanced Algebra. You will also have taken several assessments and will have an idea of where you need to practice.

In this unit you will learn

How to consolidate all of your knowledge from the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology

There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous student learning journeys for topic specific vocabulary.

Further Learning

Edexcel GCSE Maths Past Papers - Revision Maths

Topic Specific Maths Practice

Further Practice Split by Topic

Hatton Character Qualities

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

Term 3

Student Learning Journey

Subject: Mathematics Year 11 High Quality Number

Previously you have learnt

You have already covered the complete GCSE curriculum. The units related to this section are:
1. Number Sense, 3. Representing Numbers, 6. Ratio & Proportion

In this unit you will learn

How to consolidate all of your knowledge from the number, ratio and proportion elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point and direct your learning to suit your needs.

Key Vocabulary and Terminology

There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous student learning journeys for topic specific vocabulary.

Further Learning

Practice questions for every subtopic

GCSE Numbers Questions and Answers, GCSE Ratio & Proportion Questions and Answers

Ratio Exam Questions

Hatton Character Qualities

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

Student Learning Journey

Subject: Mathematics Year 11 High Quality Algebra

Previously you have learnt

You have already covered the complete GCSE curriculum. The units related to this section are: Unit 2. Introduction to Algebra, Unit 4: Algebra in Context, Unit 9. Sequences and Graphs, Unit 12. Advanced Algebra. However, algebra can appear in every topic across the curriculum.

In this unit you will learn

How to consolidate all of your knowledge from the algebra elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology

There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning

Practice Questions for Every Subtopic
Algebra GCSE Maths Tests
GCSE Algebra Questions and Answers
Past Exam Questions: Split by Topic

Hatton Character Qualities

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

Term 4

Student Learning Journey

Subject: Mathematics Year 11 High Quality Shape and Space

Previously you have learnt

You have already covered the complete GCSE curriculum. The units related to this section are: 7a. 2D Shape and Space, 7b. Trigonometry, Unit 8. 3D Shape and Space and Unit 10. Representing Movements.

In this unit you will learn

How to consolidate all of your knowledge from the shape and space elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology

There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning

Practice questions for every subtopic

GCSE Geometry and Measures Questions and Answers

Circle Theorems Exam Qs, Circle Theorem Exam Qs, Advanced Trigonometry Exam Qs

Hatton Character Qualities

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

Student Learning Journey

Subject: Mathematics Year 11 High Quality Statistics

Previously you have learnt

You have already covered the complete GCSE curriculum. The units related to this section are: Unit 5. Data & Statistics and Unit 11. Probability.

In this unit you will learn

How to consolidate all of your knowledge from the data, statistics and probability elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology

There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning

Practice questions for every subtopic

GCSE Statistics Questions and Answers

GCSE Probability Questions and Answers

Hatton Character Qualities

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

Term 5

Student Learning Journey

Subject: Mathematics Year 11 Exam Preparation

Previously you have learnt

You have already covered the complete GCSE curriculum. The curriculum is broadly split into four topics: Number, Algebra, Shape and Statistics.

In this unit you will learn

How to consolidate all of your knowledge from the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology

There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous student learning journeys for topic specific vocabulary.

Further Learning

Practice questions for every subtopic

GCSE Maths Past Papers

Further exam practice split by topics

Hatton Character Qualities

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

Term 1

Student Learning Journey

Subject: Mathematics Year 11 Advanced Algebra: KLP 4, 5

Previously you have learnt

How to describe and apply transformations to 2D shapes, including translations, enlargements, reflections and rotations. You have also learned how to apply higher level algebraic manipulation, including algebraic fractions and algebraic proofs. with the underlying necessity for strong algebra manipulation skills. You have also learned how to represent functions algebraically.

In this unit you will learn

How to represent the transformation of a function graphically, and how to relate this to the algebraic representation. You will learn how to identify and describe different transformations, including translations, reflections and enlargements.

Key Vocabulary and Terminology

Tier 2: Prove, consecutive, function, input, output, transformations, shift

Tier 3: surd, rationalize, denominator, inverse function, composite function, translation, scale factor

Further Learning

Transforming Graphs: Video, Transformations - Exam Questions

Iteration: Video

Iteration: GCSE Exam Questions

Hatton Character Qualities

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

Student Learning Journey

Subject: Mathematics Year 11 2D Shape and Space: KLP 4

Previously you have learnt

How to find missing angles in polygons, in parallel lines. You have studied in depth circle theorems and been expected to find missing angles using a combination of angle facts.

In this unit you will learn

To spot similarity and congruence, understanding the criteria needed for each condition. You will understand and use SSS, SAS, ASA and RHS conditions to prove the congruence of triangles, prove that two shapes are similar by showing that all corresponding angles are equal in size and/or lengths of sides are in the same ratio/one is an enlargement of the other, giving the scale factor. You'll understand the effect of enlargement on angles, perimeter, area and volume of shapes and solids. As extension you will write the lengths, areas and volumes of two shapes as ratios in their simplest form.

Key Vocabulary and Terminology

Tier 2: Justify, prove, shape, orientation, dimensions, sketch, construct, angle, construct

Tier 3: Congruent, similar, scale factor, polygon, regular and irregular, right angle, perpendicular, parallel, interior and exterior angles, degrees, corresponding and alternate angles, vertically opposite, pentagon, heptagon, octagon, decagon, bisector, equidistant, loci, scale, scale factors

Further Learning

Congruent Triangles what are they?

Real-Life Examples Of Congruence

Hatton Character Qualities

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

Student Learning Journey

Subject: Mathematics Year 11 Representing Movements: KLP 4

Previously you have learnt

How to represent transformations using column vectors, confidently read and measure bearings and also vectors.

In this unit you will learn

How to use compasses and ruler to create accurate constructions and use loci. Accuracy will be key as you us e and interpret maps and scale drawings, using a variety of scales and units, read and construct scale drawings, drawing lines and shapes to scale, bisect a given angles or lines. You will also need to be able to construct angles of 90°, 45° and with loci be able to create a region bounded by a circle and an intersecting line, a given distance from a point and a given distance from a line and equal distances from two points or two line segments.

Key Vocabulary and Terminology

Tier 2: Movement, relationship, direction, column vector, parallel, perpendicular, North, East, South, West, rotation, reflection

Tier 3: Scalar multiplication, transformation, translation, centre of enlargement, centre of rotation, scale factor, mirror line, bearings

Further Learning

Loci and constructions

Perpendicular Bisectors and practical uses

Real World Examples of Locus

Hatton Character Qualities

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

Term 3

Student Learning Journey

Subject: Mathematics Year 11 Mock Preparation

Previously you have learnt

The complete the GCSE Maths Course. The GCSE Higher is split into 12 units: Number Sense, Introduction to Algebra, Representing Numbers, Algebra in Context, Data and Statistics, Ratio and Proportion, 2D Shape and Space, Trigonometry, 3D Shape and Space, Sequences and Graphs, Representing Movements, Probability, Advanced Algebra. You will also have taken several assessments and will have an idea of where you need to practice.

In this unit you will learn

How to consolidate all of your knowledge from the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology

There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous student learning journeys for topic specific vocabulary.

Further Learning

Edexcel GCSE Maths Past Papers - Revision Maths

Topic Specific Maths Practice

Further Practice Split by Topic

Hatton Character Qualities

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

Term 4

Student Learning Journey

Subject: Mathematics Year 11 High Quality Number

Previously you have learnt

You have already covered the complete GCSE curriculum. The units related to this section are:
1. Number Sense, 3. Representing Numbers, 6. Ratio & Proportion

In this unit you will learn

How to consolidate all of your knowledge from the number, ratio and proportion elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point and direct your learning to suit your needs.

Key Vocabulary and Terminology

There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous student learning journeys for topic specific vocabulary.

Further Learning

Practice questions for every subtopic

GCSE Numbers Questions and Answers, GCSE Ratio & Proportion Questions and Answers

Ratio Exam Questions

Hatton Character Qualities

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

Student Learning Journey

Subject: Mathematics Year 11 High Quality Algebra

Previously you have learnt

You have already covered the complete GCSE curriculum. The units related to this section are: Unit 2. Introduction to Algebra, Unit 4: Algebra in Context, Unit 9. Sequences and Graphs, Unit 12. Advanced Algebra. However, algebra can appear in every topic across the curriculum.

In this unit you will learn

How to consolidate all of your knowledge from the algebra elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology

There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning

Practice Questions for Every Subtopic
Algebra GCSE Maths Tests
GCSE Algebra Questions and Answers
Past Exam Questions: Split by Topic

Hatton Character Qualities

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

Term 4

Student Learning Journey

Subject: Mathematics Year 11 High Quality Shape and Space

Previously you have learnt

You have already covered the complete GCSE curriculum. The units related to this section are: 7a. 2D Shape and Space, 7b. Trigonometry, Unit 8. 3D Shape and Space and Unit 10. Representing Movements.

In this unit you will learn

How to consolidate all of your knowledge from the shape and space elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology

There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning

Practice questions for every subtopic

GCSE Geometry and Measures Questions and Answers

Circle Theorems Exam Qs, Circle Theorem Exam Qs, Advanced Trigonometry Exam Qs

Hatton Character Qualities

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

Student Learning Journey

Subject: Mathematics Year 11 High Quality Statistics

Previously you have learnt

You have already covered the complete GCSE curriculum. The units related to this section are: Unit 5. Data & Statistics and Unit 11. Probability.

In this unit you will learn

How to consolidate all of your knowledge from the data, statistics and probability elements of the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology

There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous Student Learning Journeys for topic specific vocabulary.

Further Learning

Practice questions for every subtopic

GCSE Statistics Questions and Answers

GCSE Probability Questions and Answers

Hatton Character Qualities

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

Term 5

Student Learning Journey

Subject: Mathematics Year 11 Exam Preparation

Previously you have learnt

You have already covered the complete GCSE curriculum. The curriculum is broadly split into four topics: Number, Algebra, Shape and Statistics.

In this unit you will learn

How to consolidate all of your knowledge from the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology

There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous student learning journeys for topic specific vocabulary.

Further Learning

Practice questions for every subtopic

GCSE Maths Past Papers

Further exam practice split by topics

Hatton Character Qualities

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

Student Learning Journey

Subject: Music Year 11 GCSE Term 3

Previously you have learnt

During term 2 you reviewed Area of Study 1: Musical Forms and Structures, developing your knowledge and understanding of musical stuctures and forms, and performance and composition devices in a variety of musical genres.

You have been working on your exam board set compositions, and practising and rehearsing your solo and ensemble performance pieces.

In this unit you will learn

During this term you will be developing your analysis skills further, reviewing AoS2 Music for Ensemble through your listening and analysis lessons.

You will be completing your exam board brief composition, and will have time to tidy up your own choice composition.

You will also be recording your solo and ensemble performances ready for submission to the examiners.

Key Vocabulary and Terminology

Tier 2 – Texture, Structure, Duration, Tempo, monophonic, homophonic, polyphonic, unison, chordal, layered, melody and accompaniment, round, canon, countermelody.

Tier 3 – Jazz, Blues, Musical Theatre/Musical, Film Music, Rock, Soul, Hip-hop, Reggae, Ballad, Pop, Bhangra, Fusion

Further Learning

Jazz Rhythm Section

Historic Styles

String Quartet

BBC Bitesize - Music

Seneca Learning – Edexcel Focused

Hatton Character Qualities

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

Student Learning Journey

Subject: Design and Technology (RM) Year 11 Non Examined Assessment (NEA)

Previously you have learnt

Over the course of key stage 4 you have engaged in a range of practical projects that follow part/all of the design process, that is: investigation and research, design brief and specification, design ideas and development, planning and manufacturing and evaluation. For each of these areas of the design process you have learnt skills and techniques to complete each element in depth and to a high standard.

In this unit you will learn

You will learn about the iterative design process, how to explore a context, identify a client, conduct meaningful research from which you develop a concise design brief and justified specification. This will then inform design ideas, prototyping and development. You will go on to apply skills in planning and manufacture to produce a prototype model of your chosen design idea which you finally test and evaluate.

Key Vocabulary and Terminology

Tier 2: consider, evaluate, analyse, plan, identifying, investigating, generate

Tier 3: iterative design, design fixation, design brief, specification, manufacture

Further Learning

BBC Bitesize: Designing and Making Principles

Technology Student: Design and Technology NEA

Supporting textbook: CGP Design and Technology GCSE textbook

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: RS	Year: 11 option	Topic: Existence of God

Previously you have learnt

Previously you have explored ideas about religion and life, discussing topics such as euthanasia and death and the afterlife. You have also learnt about human rights, and applied different religious views to concepts such as prejudice, freedom and wealth. You have also engaged with religious views on relationships and family, and views on war. Following this, you explored the topic of crime, as well as attitudes to punishment. In our previous unit, you learnt about different Muslim practises.

In this unit you will learn

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

Key Vocabulary and Terminology

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

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

Further Learning

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

Hatton Character Qualities

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

Student Learning Journey

Subject: Science Year 11 Biology CB6 Plant Structures and their Functions

Previously you have learnt

In Year 7 and Year 9, you learnt about cell structures in plant and animal cells, as well as the structures and functions of specialised cells. In Year 8, you applied this knowledge to the context of particular cells within plants involved in photosynthesis.

In this unit you will learn

To describe the process of photosynthesis, explain how different factors affect the rate of photosynthesis, investigate the effect of light intensity on the rate of photosynthesis, explain how substances are transported in and out of cells and explain how plants transport substances.

Key Vocabulary and Terminology

Tier 2: Describe, explain, rate, investigate.

Tier 3: Photosynthesis, endothermic, limiting factor, transpiration, xylem, translocation, phloem.

Further Learning

BBC Bitesize – Revision Notes

Hatton Character Qualities

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

Student Learning Journey

Subject: Science Year 11 Biology CB7 Animal Coordination and Homeostasis

Previously you have learnt

In Year 7, you learnt about the stages of the menstrual cycle. In Year 9, you learnt about the nervous system and how messages are transmitted around the body.

In this unit you will learn

To describe how hormones are transported, describe how hormones control metabolic rate, describe how hormones control blood glucose, compare Type 1 and Type 2 Diabetes, describe how hormones control the menstrual cycle and describe methods to reduce and increase chances of pregnancy.

Key Vocabulary and Terminology

Tier 2: Describe, compare.

Tier 3: Hormone, endocrine, negative feedback.

Specific hormone names: Adrenalin, Thyroxine, FSH, LH, Oestrogen, Progesterone, Insulin and Glucagon.

Further Learning

BBC Bitesize – Revision Notes

Hatton Character Qualities

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

Student Learning Journey

Subject: Science Year 11 Biology CB8 Exchange and Transport in Animals

Previously you have learnt

In Year 7, you learnt about the structure of animal cells and how specialised cells are related to their functions. You also learnt about the respiratory system and circulatory systems. In Year 8, you learnt about respiration. In Year 9, you developed your knowledge of specialised cells.

In this unit you will learn

To explain the need for efficient exchange and transport systems, explain how the circulatory system is adapted for efficient transport, explain the structure and function of the heart, compare aerobic and anaerobic respiration and investigate the rate of respiration in living organisms.

Key Vocabulary and Terminology

Tier 2: Explain, compare.

Tier 3: Exchange, erythrocytes, phagocytes, lymphocytes, plasma, platelets, respiration, exothermic.

Further Learning

BBC Bitesize – Revision Notes

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 11 Chemistry CC13 Groups in the Periodic Table

Previously you have learnt

In Year 9, you have learnt to describe the structure of an atom and to explain why atoms have equal numbers of protons and electrons. You have learnt to connect the electronic configuration of atoms with their position in the periodic table.

In this unit you will learn

To connect electron structure with the formation of ions. You will learn to explain the reactivity and chemical properties of Group 1, Group 7 and Group 0 elements.

Key Vocabulary and Terminology

Tier 2: Explain, connect, describe, formation.

Tier 3: Ionic, ion, cation, anion, reactivity.

Further Learning

BBC Bitesize – Revision Notes

Hatton Character Qualities

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

Student Learning Journey

Subject: Science Year 11 Chemistry CC1415 Rates of Reactions and Energy Changes

Previously you have learnt

In Year 7, you learnt about a variety of chemical reactions. You have expanded your knowledge of chemical reactions throughout year 8 and 9 too.

In this unit you will learn

To describe ways to measure and calculate the rate of a chemical reaction, describe what collision theory is and how it explains changes in reaction rate, investigate rates of reaction, explain what catalysts are and how they work and explain why some reactions are exothermic whilst others are endothermic.

Key Vocabulary and Terminology

Tier 2: Explain, describe, calculate, investigate, analyse, differentiate.

Tier 3: Rate, collision, catalyst, exothermic, endothermic.

Further Learning

BBC Bitesize – Rate of Reaction Revision Notes

BBC Bitesize – Heat Energy Changes in Reactions Revision Notes

Hatton Character Qualities

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

Student Learning Journey

Subject: Science Year 11 Physics CP6 Radioactivity

Previously you have learnt

In Year 7, you learnt the uses of electromagnetic waves. In Year 8, you learnt about radiation. In Year 9, you learnt about atomic structure in Chemistry and developed your knowledge of the dangers of the electromagnetic spectrum in Physics.

In this unit you will learn

To describe atomic models and explain why they have changed over time, describe the structure of atoms and isotopes, describe how electrons can change energy levels in an atom, identify sources of background radiation, describe the properties of alpha, beta and gamma radiation, use nuclear equations to describe radioactive decays, describe how the decay of a radioactive substance changes over time and describe the dangers of radioactivity and how to protect ourselves.

Key Vocabulary and Terminology

Tier 2: Background radiation, properties, decay, danger.

Tier 3: Atomic models, isotope, electron, radiation, half-life.

Further Learning

BBC Bitesize – Radioactivity Notes

Hatton Character Qualities

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

Student Learning Journey

Subject: Science Year 11 Physics CP7 8 Forces

Previously you have learnt

In Year 7, 8 and 9, you learnt about different forces and their effects including drag and friction, mass and weight, balanced and unbalanced forces, contact and non-contact forces and Newton's Laws.

In this unit you will learn

To review efficiency, kinetic energy and gravitational energy, calculate work done and power, describe non-contact forces, draw vector diagrams for resultant forces and draw vector diagrams to resolve forces.

Key Vocabulary and Terminology

Tier 2: Describe, explain, evaluate, compare.

Tier 3: Efficiency, dissipated, work done, power, contact, non-contact, resultant, resolve.

Further Learning

BBC Bitesize – Revision Notes

BBC Bitesize – Revision Notes

Hatton Character Qualities

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

Student Learning Journey

Subject: Science Year 11 Triple Biology SB6 Plant Structures and their Functions

Previously you have learnt

In Key Stage 3, you learnt about cell structures in plant and animal cells, and applied this knowledge to the context of particular cells within plants involved in photosynthesis. In Year 10, you learnt about the process of photosynthesis and the structures that enable transport within a plant.

In this unit you will learn

To describe the process of photosynthesis, explain how different factors affect the rate of photosynthesis, investigate the effect of light intensity on the rate of photosynthesis, explain how substances are transported in and out of cells and explain how plants transport substances. You will also learn to describe plant adaptations and the effects of plant hormones.

Key Vocabulary and Terminology

Tier 2: Describe, explain, rate, investigate, adaptation.

Tier 3: Photosynthesis, endothermic, limiting factor, transpiration, xylem, translocation, phloem, hormone, auxin, tropism.

Further Learning

BBC Bitesize – Revision Notes

Hatton Character Qualities

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

Student Learning Journey

Subject: Science Year 11 Triple Biology SB7 Animal Coordination and Homeostasis

Previously you have learnt

In Key Stage 3, you learnt about the stages of the menstrual cycle and you learnt about the nervous system and how messages are transmitted around the body.

In this unit you will learn

To describe how hormones are transported, describe how hormones control metabolic rate, describe how hormones control blood glucose, compare Type 1 and Type 2 Diabetes, describe how hormones control the menstrual cycle, describe methods to reduce and increase chances of pregnancy and describe thermoregulation and osmoregulation by the kidneys.

Key Vocabulary and Terminology

Tier 2: Describe, transport, control, compare.

Tier 3: Hormone, endocrine, negative feedback, thermoregulation, osmoregulation, urinary system. Specific hormone names: Adrenalin, Thyroxine, FSH, LH, Oestrogen, Progesterone, Insulin, Glucagon, ADH.

Further Learning

BBC Bitesize – Revision Notes

Hatton Character Qualities

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

Student Learning Journey

Subject: Science Year 11 Triple Physics SP8 9 Forces doing work and their effects

Previously you have learnt

Earlier in KS4, you learnt about Newton's laws of motion and applied them to problems. You used vector diagrams to add and resolve vectors. You also learnt about kinetic energy and gravitational potential energy and used them in conservation of energy calculations. You learnt about efficiency and ways to increase it.

In this unit you will learn

To review efficiency, kinetic energy and gravitational energy, calculate work done and power, describe non-contact forces, draw vector diagrams for resultant forces and draw vector diagrams to resolve forces. Rotational forces; how to use calculations of moments; how levers and gears work.

Key Vocabulary and Terminology

Tier 2: Describe, explain, evaluate, compare.

Tier 3: Efficiency, dissipated, work done, power, contact, non-contact, resultant, resolve, moment, pivot.

Further Learning

BBC Bitesize – Revision Notes
BBC Bitesize – Revision Notes
Edexcel Moments and Gears | GCSE Physics Online
Seneca – Physics Edexcel GCSE 9.1.1-9.1.3
moments Revision - PMT (physicsandmathstutor.com)

Hatton Character Qualities

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

Student Learning Journey

Subject: Science Year 11 Triple Physics SP10 Electricity and Circuits

Previously you have learnt

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

In this unit you will learn

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

Key Vocabulary and Terminology

Tier 2: Parallel, power, investigate.

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

Further Learning

BBC Bitesize – Revision Notes

Hatton Character Qualities

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

Student Learning Journey

Subject: Science Year 11 Triple Physics SP11 Static Electricity

Previously you have learnt

In Year 8, you learnt about static electricity. You learnt how a Van der Graaff generator works and how charged objects interact with each other and with uncharged objects.

In this unit you will learn

How insulators can become charged – either positively or negatively; how objects can be charged by induction; how common electrostatic phenomena are caused, and some uses and dangers of static electricity; electric fields, their shapes and how they explain electrostatic phenomena.

Key Vocabulary and Terminology

Tier 2: Explain.

Tier 3: Electron, charge, static electricity, acetate rod, (charging by) induction, earthing, force field, field lines.

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Further Learning

Edexcel static electricity | GCSE Physics Online
Seneca – Physics Edexcel GCSE all of 11
Static Electricity Revision - PMT (physicsandmathstutor.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 | Aspiration | Achievement | Inspiration | Community

Student Learning Journey

Subject: Science Year 11 Triple Physics SP12 Magnetism and Electromagnetism

Previously you have learnt

In Year 10, you learnt about permanent and induced magnets and how to find the shape of the magnetic field around a bar magnet using iron filings or plotting compasses. You saw that a current in a wire produces a magnetic field. You were introduced to a solenoid and learnt about electromagnets. You were introduced to transformers and learnt about the transfer of electrical power across long distances in the National Grid. You used the equation for electrical power to relate potential difference and current between the primary and secondary coils of a transformer.

In this unit you will learn

How a DC motor produces continuous rotational motion. How to induce an electric current in the school lab and in industry; how alternators and dynamos work; how microphones and loudspeakers work; use the equation that links numbers of turns with potential difference on the primary and secondary coils of a transformer; use equations to explain why power transmission is carried out at high voltages.

Key Vocabulary and Terminology

Tier 2: Explain.

Tier 3: Carbon brushes, split-ring commutator, generator, dynamo, alternator, slip rings, national grid, transmission lines.

Further Learning

Seneca – Physics Edexcel GCSE only has combined topics
MAGNETISM AND THE MOTOR EFFECT Revision - PMT (physicsandmathstutor.com)
Seneca – Physics Edexcel Triple topics in with combined in all of 13
Electromagnetic induction Revision - PMT (physicsandmathstutor.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 | Aspiration | Achievement | Inspiration | Community

Student Learning Journey

Subject: Science Year 10 Chemistry CC16 Fuels

Previously you have learnt

In Year 7, you learnt that combustion is a process involved in the burning of fuels. In Year 9, you discussed non-renewable fuels and how to separate mixtures.

In this unit you will learn

To describe what hydrocarbons and crude oil are, describe fractional distillation of crude oil and the properties and uses of the fractions, describe the properties of the alkane homologous series, explain complete and incomplete combustion, explain how using combustible fuels can lead to pollution and explain the importance of cracking.

Key Vocabulary and Terminology

Tier 2: Describe, properties, compare, explain.

Tier 3: Hydrocarbon, finite, viscous, combustion, impurity, cracking.

Further Learning

BBC Bitesize – Fuels Revision Notes

Hatton Character Qualities

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

Student Learning Journey

Subject: Science Year 11 Triple Chemistry SC22 Hydrocarbons

Previously you have learnt

Earlier in Key Stage 4, you have learnt about hydrocarbons in crude oil and have looked at the alkanes homologous series.

In this unit you will learn

More about alkanes and another homologous series; alkenes. You will be introduced to the concept of isomers. You will learn about the combustion reactions of hydrocarbons. You will also learn how to test for alkenes.

Key Vocabulary and Terminology

Tier 2: Describe, Explain, Calculate, Balance

Tier 3: Hydrocarbons, general formula, homologous series, saturated, unsaturated, functional group, isomer, complete combustion, incomplete combustion, addition reaction, bromine water

Further Learning

Physics and Maths Tutor: Hydrocarbons

Alkenes (chemguide.co.uk)

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 11 Triple Chemistry SC23 Alcohols & Carboxylic Acids

Previously you have learnt

Earlier in Key Stage 4, you have learnt about covalent bonding and simple covalent molecules. You have met displayed formulae (in hydrocarbons) and the concepts of homologous series and functional groups.

In this unit you will learn

About the alcohol and carboxylic acid functional group, homologous series and some of their key reactions. You will learn how ethanol is made and purified by fermentation and fractional distillation respectively. You will investigate the energy density of alcohols by combusting them under controlled conditions.

Key Vocabulary and Terminology

Tier 2: Describe, explain, compare, analyse, evaluate, identify.

Tier 3: Sugars, carbohydrates, starch , enzymes, fermentation, ethanol, anaerobic respiration, fractional distillation, distillate, organic compound, distillate, alcohol, carboxylic acid, functional group, renewable sources, alkane, calorimetry, energy density, spirt burner, ethanoic acid, oxidation, oxidising agent

Further Learning

Physics and Maths Tutor: Alcohols & Carboxylic Acids notes

Alcohols (chemguide.co.uk)

Carboxylic Acids (chemguide.co.uk)

Hatton Character Qualities

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

Student Learning Journey

Subject: Science Year 11 Triple Chemistry SC24 Polymers

Previously you have learnt

In both KS3 and KS4, you have learnt that polymers are long chain molecules made of monomers that can be natural (like wool) or synthetic (plastics) and have a wide range of properties. You have learnt about plastic pollution (KS3). Polymers are classified as large simple molecular structures (not giant ones). You have met carboxylic acids and esters. You have met the synthetic polymers protein, carbohydrate and DNA. You have met the terms amino acid and sugar.

In this unit you will learn

To explain addition polymerisation of alkenes and other naturally occurring polymers. You will learn how to match properties to uses. Finally you will learn about condensation polymerisation via the example of polyesters. Finally you will learn more detail about the problems with polymers in our environment.

Key Vocabulary and Terminology

Tier 2: Describe, explain, predict, identify.

Tier 3: Monomer, polymer, addition polymer, polymerisation, repeating unit, synthetic, nucleotide, DNA, protein, amino acid, starch, carbohydrate, poly(tetrafluoroethene) (PTFE), poly(styrene), poly(ethane), poly(propene), poly(chloroethene) (PVC), condensation polymer, functional group, carboxylic acid, ester, polyester, non-renewable, cracked, finite resource

Further Learning

Physics and Maths Tutor: Polymers

Addition Polymerisation (chemguide.co.uk)

Condensation Polymerisation (chemguide.co.uk)

Hatton Character Qualities

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

Student Learning Journey

Subject: Science Year 11 Triple Chemistry SC25 Qualitative Analysis

Previously you have learnt

Earlier in KS4, you have met the test for carbon dioxide using limewater, this is linked to the test for the carbonate ion which also involves limewater to confirm the product of the test is CO_2. You have met the term "ion" as a charged particle and have met the formulae of the ions for the halogens and sulfate and carbonate. You have met the term precipitation reaction.

In this unit you will learn

How to identify the cations Na^+, Li^+, Cu^{2+}, K^+, Ca^{2+} by flame tests and how to identify and quantify them using flame photometry and their emission spectra.

You will learn wet chemistry tests for the ammonium cation (NH_4^+) and for the anions Sulfate (SO_4^{2-}), carbonate (CO_3^{2-}) and the halides (Cl^-, Br^- and I^-).

Key Vocabulary and Terminology

Tier 2: Identify, quantify.

Tier 3: Sulfate, carbonate, ammonium, halide, ion, positive, negative, precipitation, hydroxide, confirmatory, qualitative, quantitative, analysis, cation, anion, silver nitrate, limewater.

Further Learning

Flame tests (chemguide.co.uk)

Cation tests (chemguide.co.uk)

Anion tests (chemguide.co.uk)

Hatton Character Qualities

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

Subject: Sociology Year 11 The Sociology of Social Stratification

Previously you have learnt

The sociological explanations of Education differences and the debates surrounding the nuclear family and crime. Alongside this, you have applied research methods to both topics and consistently referred back to the core themes of Sociology; Socialisation, Culture, Identity, Social Stratification and Power.

In this unit you will learn

To explore the following issues; how is class measured? Is stratification required in society? How does CAGE impact life chances? How is poverty measured? What is power?

You will also apply research methods throughout the topic and make links to the core themes in sociology of; Socialisation, Culture, Identity, social stratification and power.

Key Vocabulary and Terminology

Tier 2: life chances, poverty, Class, Age, Gender, Ethnicity, affluent, welfare, power, democracy

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

Further Learning

Social Stratification Flashcards | Quizlet

Hatton Character Qualities

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

Student Learning Journey

Subject: Spanish Year 11 Repaso (Revision)

Previously you have learnt

In Year 8 and Year 10 we have covered the topics of health (Unit 6.2) and also talked about our community in Year 10 (Unit 5.2). We can confidently speak and write in three-timeframes. We have completed our mocks to identify gaps in our knowledge and can identify our strengths and areas for improvement in reading, listening and writing.

In this unit you will learn

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

Key Vocabulary and Terminology

Tier 1 Imperfect tense, Reflexive, Present continuous, imperatives

Tier 2 Ser, estar, tener, hacer, Diario, alumno, revista, colega

Further Learning

Please look at our department Padlet KS4

Spanish KS4

Hatton Character Qualities

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

Excellence | Aspiration | Achievement | Inspiration | Community

Determination	Curiosity	**Verbal Confidence**	**Social Intelligence**	Citizenship

Student Learning Journey

Subject: Mathematics Year 11 Exam Preparation

Previously you have learnt

The complete the GCSE Statistics Course. The GCSE Statistics is split into 8 units: Collection of Data, Processing, Representing and Analysing Data, Measures of Central Tendency, Scatter Diagrams and Correlation, Time Series, Probability, Index Numbers and Probability Distribution. You will also have taken several assessments and will have an idea of where you need to practice.

In this unit you will learn

How to consolidate all of your knowledge from the GCSE course, and how to apply this knowledge to exam style questions. You will revisit areas of the content that are more challenging, or that you have had difficulty with in prior exams. You will also look at exam questions where knowledge from multiple topics is important. You will be encouraged to reflect on your progress up to this point, and direct your learning to suit your needs.

Key Vocabulary and Terminology

There is not specific vocabulary for this unit, as it is a summary of the course. Please refer back to previous student learning journeys for topic specific vocabulary.

Further Learning

Edexcel GCSE Maths Past Papers - Revision Maths

Revision Resources

Revision Notes

Hatton Character Qualities

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

Subject: Textiles Year 11 Exam unit

Previously you have learnt

Throughout this course, you have developed a wide range of practical skills, mastering both decorative and technical processes. You have learnt how to research and develop work in response to a theme or client brief and how to research the work or contemporary and traditional designers and textile artists through practical exploration. You are able to generate, develop and communicate creative design ideas in a personal way and can organise and present your work effectively both in a sketchbook and in digital format.

In this unit you will learn

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

Key Vocabulary and Terminology

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

Tier 3: Design development, portfolio, client, surface pattern, garment construction, visual communication

Further Learning

Victoria and Albert Museum Fashion collection

Textile Artists Contemporary Textile artists

BBC Bitesize The creative process

Hatton Character Qualities

Resilience	Open Mindedness	**Creativity**	Responsibility	Empathy
Self-Regulation	Courage	Commitment	Team Work	Leadership
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Excellence | Aspiration | Achievement | Inspiration | Community