



Student Learning Journey

Subject: Art Year 7 Natural Form

Previously you have learnt



You will have a variety of previous art skills and learning from Primary school. You may have had experiences from using wet paint media, drawing, 3D, textiles. As part of your art lessons and experience in your primary school you will have researched artists from around the world looking at the way they work, their heritage and worked in their style.

In this unit you will learn



The focus in this first art project will be on learning about the formal elements through year 7 across your time in Art. In this project we will aim to focus primarily on artist's research, observing natural form and in exploring different materials and processes. You will be introduced to a wide selection of diverse artists linking to the theme of natural form. You will also learn how to respond and analyse an artist's work through exploring materials they use in their work working in drawing, painting as well as 3D media, sculpture and different materials and processes. You will look at the work of Van Gogh, Antoni Gaudi and you will select your own artists to research linking to the project and theme of Natural Form. Add the name of other artists you selected here _____.

Key Vocabulary and Terminology



Tier 2: nature, form, observe, elements of art, analyse, artist, present.

Tier 3: emboss, tone, line, structure, media, colour, pigment, hue, tint and shade, opacity, relief, clay.

Further Learning



Tate Exhibitions website: [Colour](#)

Bbc bitesize website: [elements of art](#)

Hatton Character Qualities

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

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Student Learning Journey

Subject: Art Year 7 Pattern and Colour term

Previously you have learnt



You will have a variety of previous art skills and learning from Primary school. You may have had experiences from using wet paint media, drawing, 3D, textiles. As part of your art lessons and experience in your primary school you will have researched artists from around the world looking at the way they work, their heritage and worked in their style. In your first project you developed skills in the formal elements through natural form using dry and wet drawing media as well as clay to design and make your own clay tile.

In this unit you will learn



In this project, you will explore the formal elements, colour, pattern and shape developing on from your knowledge gained from primary school. You will be introduced to a wide selection of diverse artists linking colour and pattern for example Yayoi Kusama, David Hockney, Fauvist movement, etc. you will also learn how to respond and analyse artist's work. You will explore a variety of different media including oil pastels, dry mono printing, collage, 3D modelling and watercolour paint.

Key Vocabulary and Terminology



Tier 2: evaluate, analyse, create, accuracy

Tier 3: composition, abstract, texture

Further Learning



TATE website – [Colour](#)

TATE website – [Pattern](#)

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Student Learning Journey

Subject: Computer Science Year 7 Web Design using HTML

Previously you have learnt



What makes a good website through your experience of using a large number of websites in Ks2 and so far in Ks3. You will have had experience writing code and running code in the small basic unit. You will have had experience create visually engaging content through the interactive powerpoint unit.

In this unit you will learn



How to make your own webpages, which will be made up of a number of different elements including text, images, hyperlinks and lists. You will learn how to change the style of individual elements including adding colour, changing fonts and adding borders. You will learn how to view your website and understand the main purposes of creating a website.

Key Vocabulary and Terminology



Tier 2: design, style, plan, create, research, develop, format

Tier 3: heading, paragraph, html, body, title, css, hyperlink, images, ordered list, unordered list, height, width, font, background, color

Further Learning



[HTML Tutorial \(w3schools.com\)](https://www.w3schools.com/html/)

[CSS Tutorial \(w3schools.com\)](https://www.w3schools.com/css/)

[JavaScript Tutorial \(w3schools.com\)](https://www.w3schools.com/javascript/)

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Student Learning Journey

Subject: Drama Year 7 Rotation 2: Gothic Drama: Tension and Atmosphere

Previously you have learnt



To use Drama techniques, through a series of practical explorations: MAGIC 7, Performance Rules, Technical Theatre and Staging Types

You developed Verbal Confidence, Social Intelligence, Creativity and Team work qualities as you got to know your group and your teacher.

In this unit you will learn



How to use a range of drama skills and strategies to develop storytelling in a Gothic style.

You will use elements of drama and the drama medium in order to show tension and create believable characters as well as develop understandings of physical theatre and use it effectively in performance.

Key Vocabulary and Terminology



Tier 2: Voice, Eye Contact, Body Language, Movement, Facial Expression, Gesture

Tier 3: Still image, Thought tracking, Physical theatre (body propping), Action/Narration, Hot seating, Role-play, Soundscape, Mime and teacher-in-role

Further Learning



[Music and sound - Drama medium - GCSE Drama Revision - BBC Bitesize](#)

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Student Learning Journey

Subject: English, Year 7, Time and Place

Previously you have learnt



You have studied 19th century London and looked at what life was like during this time. You have also explored other settings such as Athens and forests. As well as this you have been building your knowledge of nouns, noun phrases, adjectives and verbs. You have explored narrative writing and creating different characters.

In this unit you will learn



In this unit you will be focusing on the theme of Time and Place. You will begin by reading My Sister Lives on the Mantelpiece- a story where a significant event changes the lives of the characters. You will then study a variety of poetry which focus on different places such as London and New York and important moments throughout history like WW1. You will get to explore poetic techniques and even have a go at writing your own poetry. Alongside this you will begin to focus on describing different locations and using your grammar skills to aid your writing.

Key Vocabulary and Terminology



Tier 2: Population, war, conflict, trench, demographic, politics and setting

Tier 3: Stanza, simile, juxtaposition, verb, metaphor, sonnet and emotive language

Further Learning



[What makes a poem ... a poem? - Melissa Kovacs - YouTube](#)

[Poems of William Wordsworth \(Selected\) | Composed Upon Westminster Bridge, Sept. 3, 1802 - YouTube](#)

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Student Learning Journey

Geography - Year 7: DEVELOPMENT DILEMMAS

Previously you have learnt



In the previous unit, 'How Does the Earth Work?', you delved into the Earth's natural systems and processes. You explored the lithosphere, hydrosphere, biosphere, and atmosphere, learning about the rock cycle, water cycle, carbon cycle, and the impact of glaciation. You also studied biomes and their distribution, as well as the human impact on Earth's systems, such as deforestation and plastic pollution.

In this unit you will learn



This unit will focus on the concept of development and the uneven distribution of wealth worldwide. You will gain an understanding of the development gap, its origins, and efforts to bridge it. The unit will also explore the nature of power, both overt and covert, and how it is categorized as hard and soft power. Additionally, you will examine the physical and human geographies of China and Russia, linking them to their potential for future success.

Key Vocabulary and Terminology



Tier 1: Development, Wealth, Poverty, Inequality, Countries, Indicators, Trade, Aid, Investment, Growth

Tier 2: Economic indicators, Social indicators, Environmental indicators, GDP, Life expectancy, Literacy rates, Sustainable development, Economic development, Human development, Colonialism, Trade, Aid, Investment, Poverty, Inequality, Development gap, Factors, Strategies, Urbanisation, Social justice, Sustainability

Further Learning



Understanding Development: [Gap-minder thematic maps](#)

Economic Indicators: [Measuring development through economics](#)

Human Development Index: [Human rights data](#)

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Student Learning Journey

Subject: Y7 Meine tägliche Leben - Term 5

Previously you have learnt



In primary how to use adjectives. In term 3 you learnt how to describe your family and friends using adjectives. You have also learnt in term 4 which activities you do and do not do and give you opinions on them. Your German phonics and reading skills will be have improved giving you confidence to read and speak aloud.

In this unit you will learn



How to talk about your daily routine. You will learn to describe what you do daily from the time you wake up till your bed time. You will also learn how to talk about your weekly routine. We will also learn to describe what your favourite food and drinks are and to justify your opinion using adjectives. We will continue to embed phonics and focus on speaking skills.

Key Vocabulary and Terminology



Tier 2: present tens , adjectives, conjunctions, present tense, near future tense

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

Beschreib deinen Tagesablauf?

Was isst du in trinkst du gern?

Further Learning



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

[KS3 German](#)

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Student Learning Journey

Subject: Music Year 7 Rotation 2

Previously you have learnt



Within the first rotation you developed your skills and knowledge of music notation for pitch and rhythm, your performance skills on the keyboard, and to recognise the instruments used within the modern orchestra.

In this unit you will learn



In this rotation you will develop your knowledge further, studying music from Indonesia, composing a series of variation on a theme, and to understand how bass lines are used in a variety of genres of music.

You will be expected to perform music from Western Notation in the treble and bass clef, and to use music technology to compose and performing musical ideas.

Key Vocabulary and Terminology



Tier 2: compose, contrast, improve, develop, variation, evaluate, texture, structure, dynamics, tempo

Tier 3: monophonic, homophonic, polyphonic, binary, ternary, rondo conjunct, disjunct, straight rhythm, syncopated rhythm, Allegro, Moderato, Andante, Adagio

Further Learning



Focus On Sound

[Gamelan](#)

[Bass Lines in Music](#)

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Student Learning Journey

Year 7, Term 5. Topic: Substances Harmful to Health

Previously you have learnt



In your previous school, you will have learnt about making healthy choices and understanding the effects of substances on the body. This may have included discussions on medicines, the importance of following rules for medication, and the dangers of smoking and alcohol. You may have also learnt about peer pressure and how to make positive decisions about your health. In your PSHE lessons so far, you have developed skills in: Understanding risk and making informed choices; Identifying ways to stay safe and seek help; Recognising how substances can impact physical and mental wellbeing.

In this unit you will learn



This unit will cover the different substances that can be harmful to health, including both legal and illegal substances. We will explore their effects, legal status, and the risks associated with their use. **Prescription Drugs** – What they are, correct use, risks of misuse, legal regulations, and dangers of obtaining them illegally. **Illegal Drugs**: Classifications (A, B, C), laws, effects on health, risks, and recognising different types. **Alcohol**: What it is, effects on the body and decision-making, legal restrictions, and short/long-term impacts. **Tobacco** :Smoking laws, effects on the body (respiratory/cardiovascular), addiction risks, and second-hand smoke dangers. **Vaping** :Laws, impact on health (especially young people), associated risks, and comparison to smoking.

Key Vocabulary and Terminology



Tier 2: Addiction, dependence, withdrawal, overdose, legal, illegal, prescription, regulation, mental health, wellbeing, risk-taking, peer pressure.

Tier 3: Classification, nicotine, intoxication, respiratory system, cardiovascular system, long-term effects, short-term effects, substance misuse.

Further Learning



- NHS – Understanding Substance Use and Health Risks: <https://www.nhs.uk/live-well/>
- FRANK – Facts About Drugs and Legal Consequences: <https://www.talktofrank.com/>
- Government Legislation on Substance Misuse: <https://www.gov.uk/alcohol-young-people-law>
- Case Studies on the Impact of Substance Misuse: <https://www.re-solv.org/>

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Student Learning Journey

Subject: Physical Education Year 7 Rowing

Previously you have learnt



In primary school you learnt basic fundamental movement skills, team working and collaboration skills. You all have a basic understanding of the effects of exercise and different intensities on the body

In this unit you will learn



You will learn how to be safe while using and setting up machine. You will gain knowledge of all the machine parts. Demonstrate and use the correct rowing technique. Know the muscle groups used in rowing and controlling strokes per minute.

Key Vocabulary and Terminology



Tier 1

Start (catch), Drive, Finish, Recovery, Damper, strokes per minute

Tier 2

Deltoids, Triceps, Pectorals, Biceps, latissimus dorsi, Oblique's, Quadriceps, Hamstrings, Gastrocnemius.

Further Learning



[Indoor rowing technique](#)

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Student Learning Journey

Subject: Religious Education, Year 7, Spirited Arts

Previously you have learnt



You have studied a unit on 'How religions begin' and have covered Islam, Judaism, Hinduism, Humanism, Sikhism and Christianity. You should be able to explain the key beliefs and founders of each faith – and this will help you to access the more philosophical nature of the questions this unit presents. You have an understanding of the religious teachings on social justice and can apply them to issues such as prejudice and discrimination.

In this unit you will learn



This investigative unit is designed to apply religious beliefs to contemporary issues. We are looking to get students considering the world around them and how they can use what they learn for the betterment of others. Each lesson links to the NATRE spirited arts project – encouraging students to be able to express their own views and put their feelings and thoughts into a creative outlet. Spirited Arts links strongly to character development.

Key Vocabulary and Terminology



Tier 2

symbolism, worldviews, culture, environment, sacred, discrimination, prejudice, diversity

Tier 3

creationism, stewardship, dominion, atheist, agnostic

Further Learning



Spirited Arts gallery of previous entries: [Spirited Arts Gallery \(2024\)](#)

Sacred places: [KS3 Religious Studies: T is for Temples - BBC Teach](#)

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Scheme of Work: Table Tennis

Key Stage: 3	Year: 7	Duration: 6 lessons
<p>Intent: To develop the basic principles of attack and defence and aim to get the ball to land in a target area so that the opponent cannot return it. To develop the replication of the core skills necessary to outwit opponents with increasing pressure. To begin to accurately score and officiate games using the correct terminology throughout.</p>		
<p>Knowledge</p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to table tennis:</p> <ul style="list-style-type: none"> • Shot selection in a range of competitive contexts • Use of deception and simple strategies to outwit opposition • Use of sport specific terminology • Application of modified game rules 	<p>Skills</p> <ul style="list-style-type: none"> • Grip and stance • Push – Backhand/Forehand • Drive - Forehand • Serve 	<p>Sequencing</p> <p>Learning should:</p> <ul style="list-style-type: none"> • Experienced a range of sending and receiving skills that becomes progressively challenging. • Involve basic gameplay to allow for tactical planning. • Allow students to take on different roles within practices and games.
<p>Key Concepts and Processes:</p>		
<p>Outwitting an opponent</p> <p>Pupils will use range of basic shots with accuracy & consistency to outwit opponents. Pupils will identify different areas of the table and be able to place the ball to opposition's weaknesses. Refinement of the fundamental table tennis skills will contribute to producing an improved performance.</p>	<p>Developing Physical and Mental Capacity</p> <p>Develop physical capacity through table tennis movements. To develop an improved mental capacity by understanding the law of physics and how topspin and slice will effective the ball flight and after effect. Further mental capacity improving understanding of the basic rules and questioning of game concepts.</p>	<p>Development & Replication of Skills</p> <p>Pupils will replicate shots with control and fluency. Serves, forehand backhand (topspin and slice), short and deep shots will be developed through game play and conditional situations. Technique will be further tested through its use in small sided games and assessed against expected learning outcomes.</p>
<p>Decision Making and Problem Solving</p> <p>Pupils should be able to recognise the importance of responding to changing situations within the game both in attack and defence. Pupils will be faced with strategic and tactical decisions based on the movement of the ball around the table using a variety of spin & skill execution. To develop communication and decision making skills as a pair.</p>	<p>Personal Development</p> <p>To understand the importance of sportsmanship and particular British Values linked to sport (tolerance and respect for others) Highlight possible character building opportunities through table tennis based activities. To understand the type of fitness needed to perform effectively and discuss the need to stay healthy and active. Signpost enrichment opportunities within the school timetable and in the wider community.</p>	<p>Evaluating and Improving</p> <p>Be able to understand the concept of table tennis and make effective evaluations of strengths and weaknesses. Pupils will develop a capacity to self-assess with the aid of video analysis. Use table tennis concepts to develop observation skills and suggest strategies for improvement.</p>
<p>Scan these QR codes for information</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Grip</p> </div> <div style="text-align: center;">  <p>Service + laws</p> </div> <div style="text-align: center;">  <p>Forehand Topspin</p> </div> <div style="text-align: center;">  <p>Game Rally</p> </div> </div>		

Implementation			
Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
1	<p>Introduce the Grip & backhand push To be able to demonstrate & use the correct grip and understand the ready position. To be able to accurately replicate a basic backhand push shot. To understand the basic scoring and rules of double game play. To begin to outwit opponents with the movement of the ball.</p>	<p>Warm up – around the world pulse raiser. 6 to a table. Play a shot and run to opposite side. Demo grip and ready position. Ball keepy uppy. Forehand & backhand side. Different spin if possible (See QR code) Pairs-rally ½ table each with backhand push. Teaching points; Shake hands, V of hand down side of bat, bend knees, on toes, flat bat face (neutral) & pushing action away from body. How many backhand pushes in a row? Progression; backhand push to try to beat opponent. Double games basics-rules & scoring i.e. alternate shots.</p>	<p>Increase/decrease the speed of rotation in warm up. Mid-lesson plenaries check – Recap technical points of grip and backhand push? Recall doubles game rules and strategies to beat opposition during game play.</p> <p>Key Words: Grip, Ready position, Backhand</p>
2	<p>Introduce forehand push To be able to outwit opponents using a forehand drive with topspin. To describe and understand the effect of topspin on the balls flight. To understand the importance of movement and ball placement in order to win points. To confidently score a game of doubles.</p>	<p>Warm up – pupils sprint round the outside of the playing area with the ball balancing on the bat. Change directions + progress to ball bouncing. Highlight the physics of topspin. What type of shot it is? Attacking. Pairs. 1-1 cross court – forehand push. Teaching points; bat face flat, action = push away from belly button. Place A3 piece of paper on each side. Aim for target- 1 point. Double games-teacher demo; Recap rules & scoring. King of the court-winners up, losers down. Conditioned games-2 pts for winning forehand shot.</p>	<p>Mid-lesson plenaries check – Recap teaching points for forehand push? What type of shot is best used either before or after it? Identify variations in the forehand push and discuss use in games.</p> <p>Key Words: Forehand, Topspin, Umpire</p>
3	<p>Service laws To perform and replicate a legal table tennis serve with control and accuracy. To be able to accurately replicate a variety of shots in a small sided game implementing basic strategies and tactics. To understand the scoring and rotation needed for doubles games.</p>	<p>Warm up – Recap grip and backhand push in a 3 min ½ table rally. Intro service rules- Watch dartfish clip of serves (See 'service' QR code) T.P's; present ball, (no disguise), must be behind line, 6 inch throw up, diagonal & bounce on each side. 1 vs 1 – experiment with serves. Progression- add spin, backhand serves. Double games-teacher demo; Recap rules & scoring. i.e. service order (A serves two diagonally to C, C serves two to B, B serves two to D, D serves two to A) King of the court-winners up, losers down.</p>	<p>Increase/decrease speed of movement ability dependent. Mid-lesson plenaries check – recap teaching points for serve. Can pupil explain table tennis doubles scoring system?</p> <p>Key Words: Service, Contact Point, Backhand</p>
4	<p>Forehand topspin To be able to accurately replicate a forehand topspin shot. To understand the importance of movement and preparation for an effective forehand shot. To begin to analyse opponents weaknesses & devise strategies to exploit them.</p>	<p>Warm up in 4's– Recap prior learning in a 3 min rally. Discuss topspin bat position (closed bat faced) and the benefits of topspin. Watch dartfish clip of forehand topspin. Highlight possible teaching points; close bat face, action = low to high & follow through up high. Discuss when might you use it? 1-1 – cross court rally. Competition- count consecutive shots. Double games-teacher demo; Recap rules & scoring. King of the court-winners up, losers down.</p>	<p>Increase/decrease speed of movement ability dependent. Mid-lesson plenaries check – How is topspin different to slice? What is the effect of the spin? What shot should you try and combat topspin with?</p> <p>Key Words: Topspin, Follow through, Rotation</p>
5	<p>Doubles play To develop their understanding and knowledge of basic outwitting strategies. To understand and develop the use of spin and shot selection. To refine tactics based on opponents weaknesses. To understand the double tactics and movement patterns based on opponents positioning.</p>	<p>Warm up in 4's– Recap prior learning in a 3 min rally. Watch game clip - Brainstorm possible table tennis tactics (See 'game rally' QR code). Attacking and defensive type shots. Topspin = attacking, slice/chop = defending. Teaching points; move opponent/s around court. <i>i.e. drop and deep shots</i>. Experiment with shots and bat angles. 2 vs 2. <i>(the need to make space after a shot is played)</i>. Doubles tournament - recap rules & scoring. King of the court-winners up, losers down.</p>	<p>Change focus of warm up to isolate 1 shot only (push for less able and topspin for the able) Mid-lesson plenaries check – How is doubles different to singles? What strategies should be used to win points effectively?</p> <p>Key Words: Doubles, Alternate Shots, Tactics</p>

6	<p>Outwitting Opponents in competitive games To develop the skill of outwitting an opponent using a combination of shots. To identify strengths and weaknesses when playing & adapt strategies where necessary. To demonstrate a variety of tactics based on the movements of others.</p>	<p>Warm up in 4's– Recap prior learning in a 3 min rally. Play and perform the forehand and backhand shots using the correct technique and applying spin. Organise class tournament to allow all pupils to demonstrate learning against outcomes. (King of the court-3 minute games, winners move up and losers go down a court) Pupils to officiate and score doubles matches.</p>	<p>Mid-lesson plenaries check – discuss ways to beat an opposition. What shot are players comfortable playing? Which ones were successful? If you were to play again what would you do different? Key Words: Tactics</p>
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Impact	
<p>1. Anticipation & Coordination Skills (Physical Literacy Development)</p> <p>Emerging: Demonstrate small movements to meet the ball at the point of impact with the table. Limited footwork can restrict shot selection to a preferred side only. Physical literacy is in its early stages.</p> <p>Developing: Show a developing ability to read the game and move into the necessary space to replicate a chosen skill. Use different speeds and can maneuver/manipulate the ball into a number of different positions.</p> <p>Mastery: Control body movements and deliberately play shots during competitive situations. Movements are well coordinated and are consistent making a significant impact on games played.</p>	<p>2. Execution of core skills (forehand, backhand & serve)</p> <p>Emerging: Use basic techniques in a controlled situation and will use a preferred skill for a majority of all shots. Perform these skills at a slower speed and will show intent but lack skill execution.</p> <p>Developing: Mostly use only one particular shot but accurately replicates this well when needed. Can maintain a rally with control.</p> <p>Mastery: Identify and replicate core skills needed and perform these fluently and quickly. Use more advanced variations of these skills with increased success often outwitting opposition. Control of the ball is consistent and performed with spin that makes it hard to return.</p>
<p>3. Outwitting Opponents in a competitive game situation</p> <p>Emerging: Uses basic game strategy effectively and will react to opponent's shots in a small sided game. Confidence, accuracy and consistent replication is evident in low pressure situations.</p> <p>Developing: Begin to understand importance of strategy and tactics when attacking. Work effectively as a pair or individually. Can use a range of skills and techniques together with accuracy to outwit an opponent.</p> <p>Mastery: Demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining shot selection.</p>	<p>4. Develop an understanding of basic rules</p> <p>Emerging: Demonstrate a basic knowledge of game rules and recognises errors during a game.</p> <p>Developing: Show an understanding and can help others with the understanding of game rules and terminology used.</p> <p>Mastery: Show a very good understanding of game rules and can adapt them for varying conditioned situation. Will play the unofficial role of a umpire while playing.</p>
<p>Careers: Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related.</p>	





Student Learning Journey

Subject: Physical Education Year 7 Volleyball

Previously you have learnt



Previous knowledge will be limited for Year 7's as this will be most students first experience of this sport. Transferable skills will also be fairly limited as no other sport has these movement patterns.

In this unit you will learn



In Year 7, you will learn the introduction to the set shot technique and the dig shot technique. The basic fundamental underarm service to begin a game. Strategies and tactical development, whilst learning how to outwit opposing players. How these skills can be incorporated into a competitive game.

Key Vocabulary and Terminology



Tier 2: teamwork, communication, movement, height.

Tier 3: 3 touch play, dig set smash, tactical awareness, positioning.

Further Learning



[Setting \(grade 3-6\) | Teach Volleyball Skills](#) Set Shot
[Pairs: Digging/passing \(grade 3-6\) | Teach Volleyball Skills](#) Dig Shot
[How To Serve a Volleyball Underhand](#)

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Student Learning Journey

Subject: Science Year 7 Biology 7B4 Reproduction

Previously you have learnt



In year 5, you learnt to describe sexual reproduction in animals, by looking at life cycles. Earlier this year, in 7B1 Cells you learnt to identify sperm and egg cells and their features.

In this unit you will learn



The difference between adolescence and puberty and the changes that males and females experience. The menstrual cycle, including when menstruation and ovulation occur, when an egg is released and when pregnancy is most likely. You will identify the male and female reproductive system structures and their functions and explain what is meant by fertilisation and implantation. You will explain how a fetus develops.

Key Vocabulary and Terminology



Tier 2: State, identify, describe, explain, compare.

Tier 3: Puberty, Hormones, Gametes, Menstruation, Ovulation, Uterus, Testes, Ovaries, Fertilisation, Implantation, Foetus, Embryo, Placenta, Umbilical cord

Further Learning



[Reproduction - KS3 Biology - BBC Bitesize](#)

[Human reproduction - Reproduction - KS3 Biology - BBC Bitesize - 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

Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Science Year 7 Physics 7P4 Forces

Previously you have learnt



In primary school, you compared how things move on different surfaces and noticed that some forces need contact between two objects, but magnetic forces can act at a distance. You have observed how magnets attract or repel each other.

In this unit you will learn



To describe how common forces behave and draw free body diagrams to represent forces. Identify friction, drag, squashing and stretching and explain the use of lubricants to minimise friction. You will explain gravitational force, magnetic forces and electrostatic forces, describing the difference between mass and weight. You will also explain how balanced and unbalanced forces affect motion. You will also calculate moments.

Key Vocabulary and Terminology



Tier 2: Describe, investigate, explain.

Tier 3: Air resistance, Friction, Contact and non-contact, Gravitational, Magnetic, Repel. Levers, Moments, Pivot

Further Learning



[Introduction to forces - Forces and movement - KS3 Physics - BBC Bitesize - BBC Bitesize](#)

[Forces and movement - KS3 Physics - BBC Bitesize](#)

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Student Learning Journey

Subject: Y7 My daily Routine - Term 5

Previously you have learnt



In primary how to use adjectives. In term 2 you learnt how to describe your family and friends. Your Spanish phonics and reading skills will be have improved giving you confidence to read and speak aloud.

In this unit you will learn



How to talk about your daily routine. You will learn to describe what you do daily from the time you wake up till your bed time. You will also learn how to talk about your weekly routine. We will also learn to describe what your favourite food and drinks are and to justify your opinion using. We will continue to embed phonics and focus on speaking skills.

Key Vocabulary and Terminology



Tier 2: present tens , adjectives, conjunctions, present tense, near future tense

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

¿Qué planes tienes para el fin de semana?

¿ Qué te gusta comer y beber?

Further Learning



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

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

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