



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.

Key Vocabulary and Terminology



Tier 2: nature, form, observe

Tier 3: emboss, tone, line, structure, media

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

Excellence

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Student Learning Journey

Subject: Computing Year 7 - Video Editing

Previously you have learnt



About finding accurate sources of information and understanding the importance of respecting copyright. You know how to download and save pictures to your computers.

In this unit you will learn



How to create and edit a video using short video clips, pictures and sound files. You will learn how to add background music and narration to a video and how to include special effects at different scenes.

Key Vocabulary and Terminology



Tier 2: Research, assets, audio, video

Tier 3: Transition, chroma key, annotation, narration, copyright

Further Learning



[Learn how to use Premiere Pro](#)

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Student Learning Journey

Subject: Drama Year 7 Rotation 1: Introduction to Drama

Previously you have learnt



As this is your first rotation of Drama at Sir Christopher Hatton Academy we will be reviewing your prior learning from Primary school and building upon your existing knowledge and experience.

In this unit you will learn



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

You will specifically develop your Verbal Confidence, Social Intelligence, Creativity and Team work qualities as you get to know your group and your teacher.

Key Vocabulary and Terminology



Tier 2: Voice, Eye Contact, Body Language, Movement, Facial Expression, Gesture, Space, Perform, Rehearse.

Tier 3: Proxemics, Characterisation, Traverse Staging, Thrust Staging, Proscenium Arch Staging, In-the-Round Staging, Context, Dialogue, Stage directions, Script, Rehearse, blocking, body propping, freeze frame, still image, blocking, stimulus.

Further Learning



[Staging - Staging - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

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Student Learning Journey

Subject: Design Technology Year 7 Introduction to Designing

Previously you have learnt



During your DT lessons this year you have been introduced to natural and synthetic materials, developed your graphic communication skills through oblique sketching and rendering. You have completed 2 of 3 specialist materials areas, developing practical skills in resistant materials, textiles or food. This has allowed you to develop your technical skills and ability to work with independence and accuracy. Most recently you have explored the work of influential designers and learnt how to collect and analyse research effectively.

In this unit you will learn



In this unit, you will be introduced to the design cycle and the concept of iterative design. You will learn how to use a range of strategies to generate and develop create and original ideas in response to a design brief. You will explore the needs of an identified target market and further develop practical skills through modelling.

Key Vocabulary and Terminology



Tier 2: generate, develop, refine, create

Tier 3: client, target market, design brief, iterative design, model

Further Learning



BBC Big Life Fix [Making the playground accessible](#)

Inclusive play [Guide to inclusive play - Sensory Trust](#)

Oak Academy Core Design skills [Graphic communication \(thenational.academy\)](#)

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Student Learning Journey

Subject: Design Technology Year 7: Introduction to Cooking & Nutrition

Previously you have learnt



You have been introduced to different materials (natural and synthetic) and developed your graphics skills. You have learnt about Graphics Design and explore oblique drawing and shading techniques. You have also practice how to draw accurate lines using different units of measurement. You may also have completed some practical work in another material areas (depending on your rotation at Hatton).

In this unit you will learn



In this module, you will learn a range of basic food preparation techniques including knife skills and use of the cooker. You will learn how to follow a recipe and prepare ingredients, to safely produce high-quality products. You will also develop your understanding of nutrition and their function in the human body.

Key Vocabulary and Terminology



Tier 2: Describe, Explain, Identity

Tier 3: Nutrition, Grilling, Hygiene, Safety

Further Learning



Video- [Cutting Techniques](#)

Reading- [The Eat well Guide](#)

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Student Learning Journey

Subject: Design Technology Year 7: Introduction to Textiles

Previously you have learnt



You have been introduced to different materials (natural and synthetic) and developed your graphics skills. You have learnt about Graphics Design and explore oblique drawing and shading techniques. You have also practice how to draw accurate lines using different units of measurement. You may also have completed some practical work in another material areas (depending on your rotation at Hatton).

In this unit you will learn



In this module, you will learn about how different cultures use textiles to communicate information about their identity and experiment with a range of different traditional techniques including Block Printing and Hand Embroidery. You will explore the work of contemporary Textile artist Liz Payne and produce a final piece inspired by your own identity.

Key Vocabulary and Terminology



Tier 2: Culture, Tradition, Develop, Design

Tier 3: Pattern, Motif, Rhythm, weave, embroidery, block print, stencil

Further Learning



Liz Payne: [Liz Payne | Artist | Sydney, Australia \(lizpayne.com\)](http://lizpayne.com)

Textiles Collection: [Textiles · V&A \(vam.ac.uk\)](http://vam.ac.uk)

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Student Learning Journey

Subject: Design Technology Year 7 Introduction to Design Technology

Previously you have learnt



In your primary school you will have generated, developed and modelled design ideas aimed at particular groups or individuals and made products from a range of materials and ingredients. You will have drawn out design ideas and taken part in a range of practical activities.

In this unit you will learn



In this unit, you will build a range of foundation skills as a designer. You will develop your understanding of natural and synthetic materials, as well as how designers select materials based on their properties. You will develop your graphic communication skills through accurate technical drawing and rendering.

Key Vocabulary and Terminology



Tier 2: investigate, generate, develop, analyse, accuracy

Tier 3: oblique, render, natural, synthetic

Further Learning



BBC Teach: [Design and Technology](#)

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

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Student Learning Journey

Subject: English Year 7 Myths and Magic

Previously you have learnt



Last term you will have explored the idea of childhood within literature and practised your writing skills to explore the role of childhood in your own world. You studied the novel *Oliver Twist*, the 19th century and child labour laws. You also looked at how childhood can be affected by difficult situations, such as Malala and you created your own autobiographies.

In this unit you will learn



In this unit you will be focusing on the theme of Myths and Magic. You will begin by reading *Skellig*- a story where the lines between reality and magic are blurred. This will open up discussions of belief and truth. You will then study an Anglo-Saxon text, *Beowulf*, where once again you will explore how the text with engages with ideas of hierarchy, power and control. Alongside this you will begin learning about Anglo-Saxon England's world. You will also be exploring magic in story writing, by looking at mythical stories, understanding how to create stories and writing your own mythical stories.

Key Vocabulary and Terminology



Tier 2: Myth, hierarchy, severe, affluent, patriarchy, conflict, mock, chaos, heroic, kinship, resolute, vengeance.

Tier 3: narrative, adjectives, participles, personification, adverbs, exposition, rising action, climax, falling action, and denouement

Further Learning



[Myths and Legends](#)

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Student Learning Journey

7.2 Geography - Year 7 – How the Earth works?

Previously you have learnt



In the previous unit, 'Geography Skills: Me and My World,' you gained a foundational understanding of geography and developed essential skills such as map reading, using Ordnance Survey maps, and understanding aerial photos. You learned to locate places worldwide, describe them using geographical vocabulary, and calculate real-world distances using map scales. You also practiced identifying directions with a compass rose, interpreting aerial photographs, and creating maps of your local area. The unit culminated in a local fieldwork experience in Wellingborough, where you applied your newfound skills to investigate your local area.

In this unit you will learn



This unit will delve into the Earth's natural systems and processes, exploring the lithosphere, hydrosphere, biosphere, and atmosphere. You will learn about the rock cycle, water cycle, carbon cycle, and the impact of glaciation. The unit will also cover biomes and their distribution, as well as the human impact on Earth's systems, such as deforestation and plastic pollution.

Key Vocabulary and Terminology



Tier 1: Earth, Water, Rock, Cycle, Biomes, Pollution, River, Glaciers, Systems, Natural

Tier 2: Lithosphere, Hydrosphere, Biosphere, Atmosphere, Rock cycle, Water cycle, Carbon cycle, Glaciation, Biomes, Deforestation, Pollution, Natural hazards, Earthquakes, Volcanoes, Floods, Interconnected, Human impact, Resources, Climate change, Atmosphere, Plate tectonics

Further Learning



The Rock Cycle: [What is a rock](#)

The Water Cycle: [The water cycle](#)

Understanding Biomes: [World biomes](#)

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Student Learning Journey

7.3 – 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

Year 7 German Term 3 Freizeit

Previously you have learnt



In primary how to give reasons to justify opinions in English. Last term you have learnt how to use the third person and give opinions. Your German phonics and reading skills will have improved, giving you confidence to read and speak aloud.

In this unit you will learn



How to talk about hobbies and free time and which ones you like. You will extend this to talk about the free time activities of your friends and family. This may include sports, music, outdoor or indoor games. We will continue to embed phonics and focus on speaking skills.

Key Vocabulary and Terminology



Tier 2: noun gender, article, word order, infinitive verb, adjective, separable verb, time phrase, cognate

Tier3:

You will be able to answer question like:

Was machst du in deinen Freizeit?

Was spielst du gern?

Further Learning



Please look at our department Padlet under Y7 Unit 3. Here you can find all the vocabulary plus links to videos and learning sites:

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

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Student Learning Journey

Subject: History Year 7 The significance of 1066

Previously you have learnt



In primary school how royal families are structured, the power that they have, and how they pass on their titles to their heirs. Last term you learnt about different ancient civilisations and what life was like in those civilisations. You also learnt about the impact that the Romans had on Britain when they invaded in 43AD, as well as evaluating which ancient civilisation has influenced us the most today.

In this unit you will learn



Why there was a crisis over who should inherit the throne after the death of Edward the Confessor. You will investigate who the different contenders to the throne were, how strong their claims were, and their eventual fate during the Norman Conquest. You will go on to study the events that led to the eventual conquest by the Normans, the significance of this being the final time England was conquered by a foreign invader, what life was like for ordinary civilians living under Norman rule, and how the Normans influenced our society.

Key Vocabulary and Terminology



Tier 2:

Saxons, Celts, Feudal, Normans, Vikings

Tier 3:

Claimants, Witan, Domesday, Bayeux Tapestry, Motte and Bailey Castles

Further Learning



[The Battle of Hastings](#)

[Claimants to the throne](#)

[The Norman Conquest](#)

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Student Learning Journey

Year 7, Term 3. Topic: Positive Relationships

Previously you have learnt



In Year 7 you have covered what PSHE is as well as how you can overcome worry through mindfulness. You have also considered how you will remain safe and keep others safe by learning the basics of first aid and CPR. You have studied Citizenship, the Monarchy and politics which is a topic which you will study in more depth as you progress through the PSHE curriculum. You have also learned about the key skills that you will need for work including: speaking; listening; problem solving; creativity; leadership; team work and positive thinking. These are transferrable skills which you will be able use in future units.

In this unit you will learn



The focus of this unit will be on building positive relationships with friends and family members. You will learn to identify what healthy and unhealthy relationships look like and how to stay safe within those relationships. You will learn about bullying and why it is not right to treat people unkindly. You will also cover how to report any issues to school staff or a trusted adult if you felt that you or one of your peers need support.

Key Vocabulary and Terminology



Tier 2: Abuse, healthy, peer, invest, influence, commitment, responsibilities. Consent, permission, nonverbal cues, disclosure

Tier 3: Capacity, discuss, safe

Further Learning



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

www.nspcc.co.uk

<https://www.childnet.com/young-people/11-18-year-olds/>

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Student Learning Journey

Subject: Mathematics Year 7 2D Shapes

Previously you have learnt



In primary school to convert between metric units and have an understanding of converting to imperial units. You have learnt to draw and measure lines and angles accurately. Understand the notation used for equal angles and lines and applying it to properties of triangles and quadrilaterals. You will have also learnt to recognise angles as compass points.

In this unit you will learn



To describe, sketch and accurately draw using conventional terms and notations. Classify quadrilaterals and triangles by knowing their properties including lines of symmetry and rotational symmetry. You will learn to derive and apply various angles facts, alongside finding the interior and exterior angles of polygons.

Key Vocabulary and Terminology



Tier 2: Estimate, measures, calculate, accuracy, regular, triangle, recognise, parallel, derive, adjacent, classify

Tier 3: polygons, vertices, perpendicular, rotational symmetry, quadrilateral

Further Learning



[NRich Short Problems, Angles and Polygons](#)

[NRich Estimating Angles](#)

[Oak National Academy Lessons](#)

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Student Learning Journey

Subject: Mathematics Year 7 Algebra in Context

Previously you have learnt



In Primary school to calculate the perimeter and area of basic shapes. In term 2 you learnt algebraic terminology and basic algebraic manipulation. You have learnt how to identify and collect like terms, expand and factorise expressions.

In this unit you will learn



To derive the formulae for more complex shapes and interleave algebraic notation to state perimeters and areas as expressions. You will learn to construct and solve simple linear equations using inverse operations and how this can be applied to 2D shapes.

Key Vocabulary and Terminology



Tier 2: construct, solve, addition, subtraction, variable

Tier 3: equation, inverse, multiplication, division, coefficient

Further Learning



[NRich Short Problems, 'Equations and formulae'](#)

[NRich Poster Problem 'How old am I?'](#)

[Oak National Academy Lessons](#)

[UKMT Maths Challenge Junior](#) questions are a great source to deepen your understanding.

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Student Learning Journey

Subject: Music Year 7 Rotation 1

Previously you have learnt



As this is your first rotation of Music at Sir Christopher Hatton Academy we will be reviewing your prior learning from Primary school and building upon your existing knowledge and experience

In this unit you will learn



In this unit you will learn how to read and write music for Rhythm and Pitch, and how to compose a simple song using the Pentatonic Scale.

You will be expected to perform music from Western Notation in the treble clef, and will learn about how composers use timbre when composing and performing

Key Vocabulary and Terminology



Tier 2

compose, contrast, improve, develop, variation, evaluate, texture, structure, dynamics, tempo

Tier 3

semibreve, minim, crotchet, quaver, semiquaver, monophonic, homophonic, polyphonic, binary, ternary, straight rhythm, syncopated rhythm

Further Learning



Focus On Sound - <https://fosuk.server1.apps.focusonsound.com/lessons/key-stage-3>

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Student Learning Journey

Subject: PE Year 7 Football

Previously you have learnt



The students have previously learnt ball control, passing the ball to a team mate and being able to dribble the ball with their strong foot.

In this unit you will learn



Students are learning to dribble using both feet, when they are unopposed with a defender. The students are also working on receiving and turning with the ball, they are then going to pass and move around the defenders. The students will learn how to shoot with the correct technique.

Key Vocabulary and Terminology



Tier 2 First touch, Control

Tier 3 Accuracy, Movement

Further Learning

[Passing Drill](#)

[Dribbling Drill](#)

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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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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](#)

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: Religious Education, Year 7, is Social Justice possible?

Previously you have learnt



You will have learnt about founding religions. You began your journey by considering the principles of belief and worldview, and what religion is. You then learnt about different world religions including Hinduism, Buddhism, Sikhism, Islam, Christianity, and Judaism.

In this unit you will learn



Is social Justice possible? Throughout this topic you will consider what social justice is, consider the definition of poverty and consider who is responsible for poverty and helping the poor. You will also explore the concept of wealth, and explain the impact of prejudice and discrimination. By the end of this topic you should be able to examine religious views on wealth and poverty, examine religious teachings on prejudice and discrimination, and examine ways in which prejudice can be fought against.

Key Vocabulary and Terminology



Tier 2: Adjective, observation, wealth, absolute poverty, relative poverty, unemployment, addiction, bereavement, redundancy, gambling, crime, charities, discrimination, sexism, racism, homophobia, injustice, prejudice

Tier 3: Christian, God, Jesus, Baptist, Methodist, heaven, Teachings of Muhammad, Islam, Sikhism, Buddhism, Zakat, Five Pillars of Islam, Monks, Vand Chhanka, Sewa, Guru Nanak, humanist, Pope

Further Learning



BBC Bitesize: An explanation on social justice - [What is equality and social justice? - BBC Bitesize](#)

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Student Learning Journey

Subject: Science Year 7 Biology 7B3 The Human Body Part 2

Previously you have learnt



In primary school, you learnt to identify the main parts of the human body including organs in the circulatory system. Earlier this year, you learnt about different types of cells and organs and their functions.

In this unit you will learn



To describe how sense organs transfer information to the brain, explain the mechanism of breathing, explain how gases are exchanged in the lungs, describe the structure and function of the circulatory system and describe the structure of the heart.

Key Vocabulary and Terminology



Tier 2: Describe, explain, exchange, structure, function.

Tier 3: Stimulus, Breathing, Respiration, Diaphragm, Gas exchange, Diffusion, Lumen, Red blood cell, Plasma

Further Learning



[BBC Bitesize – Respiratory System Notes](#)

[BBC Bitesize – Circulatory System Notes](#)

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Student Learning Journey

Subject: Science Year 7 Physics 7P3 Waves Part 2

Previously you have learnt



At primary school, you identified that sounds are made through vibrations and investigated pitch and volume. Earlier this year, you described the properties of transverse waves such as light.

In this unit you will learn



To investigate uses of waves in the electromagnetic spectrum, describe longitudinal waves, explain what causes loudness and pitch, explain how longitudinal waves are used.

Key Vocabulary and Terminology



Tier 2: Loudness, pitch, investigate, explain, uses.

Tier 3: Electromagnetic Spectrum, Longitudinal, Frequency, Wavelength, Amplitude

Further Learning



[BBC Bitesize – Waves Notes](#)

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Student Learning Journey

Subject: Spanish Year 7 El Tiempo Libre (Free time)

Previously you have learnt



In primary, you have learnt how to give reasons to justify opinions. Last term you have learnt how to use the third person and give opinions. Your Spanish phonics and reading skills will have improved giving you confidence to read and speak aloud.

In this unit you will learn



How to talk about hobbies and free time, which ones you like. You will extend this to talk about free time activities of your friends and family. This may include sports, music, outdoor or indoor games. We will continue to embed phonics and focus on speaking skills.

Key Vocabulary and Terminology



Tier 2 Stem changing verbs, three time frames, opinions

Tier 3 You will be able to answer questions such as ¿Que te gusta hacer? ¿Cual es tu deporte favorito

Further Learning



Please look at our department Padlet under Y7: You will be able to access all the necessary vocabulary via the below link.

[KS3 Spanish](#)

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