



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](#)

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: 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

Excellence

Aspiration

Achievement

Inspiration

Community



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, caption, clip, timeline

Further Learning



[Learn how to use Premiere Pro](#)

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: 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](#)

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: Dance Year 7 Rotation 1: Performance

Previously you have learnt



As this is your first term at Sir Christopher Hatton Academy, you are going to explore prior knowledge of dance from primary school, home and outside interest.

You are also going to gain knowledge based on musical theatre dance focusing particularly on Matilda the musical and how to use your expressive skills to help enhance your performance.

In this unit you will learn



To explore your performance skills you will look at specific development of timing rhythm, unison, canon, formations and evaluations.

In this unit, you will learn these performance skills and how to effectively choreograph based on a specific musical.

Key Vocabulary and Terminology



Tier 2: choreograph, perform, appreciation

Tier 3: action, space, dynamics, relationship, unison, canon, formations, starting position, addition, projection, focus, posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation.

Further Learning



[The skills and qualities of a professional dancer - Higher Dance - BBC Bitesize](#)

[Dancer Tips: Performance Prep - YouTube](#) — Performance techniques: This video show the skills and qualities of a professional dancer. When watching, think about how what you do in lesson can develop your skills when performing.

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 7, Childhood

Previously you have learnt



In primary school, you would have looked at the development of characters in stories. You will have also experimented with descriptive writing with a focus on spelling and grammar.

You may also have read and explored stories where children are at the heart. You may have enjoyed reading about the adventures of children your own age.

In this unit you will learn



This unit will take you on a journey of all the exciting events of Victorian London, with a focus on Crime and Punishment, the introduction of the Poor Laws of 1834 and the contrasting conditions of the rich and poor. In your close reading of the text, you will gather all the evidence needed for a perfect analytical paragraph.

You will also get to learn about autobiographies and reading non-fiction work where inspirational adults tell us all about the events of their childhood. This will lead to you writing an impassioned speech about the rights of children.

Key Vocabulary and Terminology



Tier 2: Victorian, era, population, poverty, workhouse, orphan, corrupt, undertakers, vulnerable, malicious, vicious, pommelled, wayfarer, roystering, naïve, manipulate, villain, betrayed, criminal, convict, punishment, cruel, aggressive, victim, brutal, compassion, hesitate

Tier 3: Connotation, analyse, topic sentence, noun phrase, concrete, abstract, paragraph, discourse marker, pronouns, verbs, auxiliary verbs, anaphora, persuade

Further Learning



[Explore the British Library Search - Oliver Twist](#)

[BBC - History: Victorians](#)

[The British Bee Hive by George Cruikshank](#)

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: D&T Cooking and nutrition Year 7- Special Diet

Previously you have learnt



In your primary school you will have selected a range of materials and components, including ingredients according to their functional properties and aesthetic qualities. Understand and apply the principles of a healthy and varied diet. Know about seasonality, where and how a variety of ingredients are grown, reared, caught and process.

In this unit you will learn



In this module, you will learn about different dietary needs based on culture and religion. You will develop on your basic food preparation skills, including knife skills and cooking methods. You will learn how to follow a recipe and prepare ingredients to safely produce high-quality products.

Key Vocabulary and Terminology



Tier 2: Apply, evaluate

Tier 3: Allergy, Intolerance, Balance diet, Kocher, Halal

Further Learning



The Royal Academy of Culinary Arts [Cutting safely using the bridge and claw method](#)

Food – A Fact of Life [What is the Eatwell Guide?](#)

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: Geography Year 7 How does the Earth work?

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

Tier 3: 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: [BBC Bitesize](#)

The Water Cycle: [National Geographic Water Cycle](#)

Understanding Biomes: [Understanding Biomes](#)

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

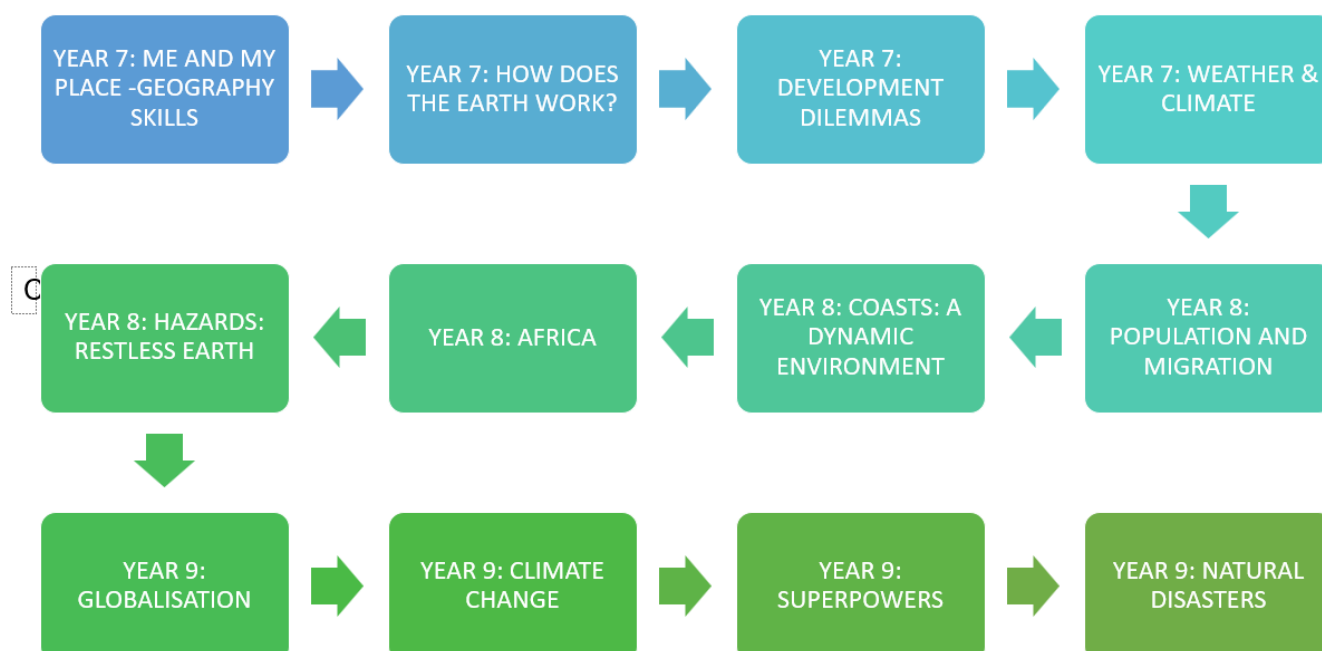
Inspiration

Community

How Does the Earth Work?

Topic Statement	🤔	😊	😄
I know the four main parts of the Earth (lithosphere, hydrosphere, biosphere, atmosphere).			
I understand the rock cycle and how it shapes the Earth's surface.			
I grasp how the water cycle operates and why it's vital for life.			
I can explain the carbon cycle and its impact on climate change.			
I know the different biomes on Earth and how they adapt to their environments.			
I am aware of how human actions, like deforestation and pollution, affect Earth's systems.			
I understand the causes and effects of natural hazards like earthquakes, volcanoes, and floods.			
I know how glaciers have shaped and continue to shape the landscape.			
I recognize the importance of understanding Earth's systems to manage resources and handle natural hazards.			
I understand how Earth's systems are interconnected and how changes in one can affect others.			

WHAT WILL I LEARN ABOUT IN KEY STAGE 3



Excellence

Aspiration

Achievement

Inspiration

Community



Student Learning Journey

Subject: Y7 term 2 - Unit title: Meine Welt

Previously you have learnt



We have learnt some adjectives which we used to describe how we feeling. Also the numbers we learnt when talking about our age and used to talk about family members. We also learnt to say where we live and began exploring phonics and reading aloud skills.

In this unit you will learn



how to talk about the world around ourselves. This means we will give opinions on family members, school subjects and free time. We will now learn adjectives to describe things and how we feel about them.

Key Vocabulary and Terminology



Tier 2: opinions, coordinating clauses, adjective agreement, verbs

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

Welche Fächer lernst du?

Was machst du gern in deiner Freizeit?

Wie viele Personen gibt es in deiner Familie?

Further Learning



Please look at our department Padlet under Y7 Unit 1. Here you can find all the vocabulary on the knowledge organisers.

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

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: 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>

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: 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](#)

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: Physical Education Year 7 Netball

Previously you have learnt



Basic principles of attack and defence, basic rules of footwork and contact rules. Before moving onto high 5 netball, you have looked at passing and receiving to use in a game situation.

In this unit you will learn



In Year 7, you will learn about movement, space, passing and receiving. You will look at how to outwit an opponent by defending and attacking. Shooting, defending and attacking using dodging. Before moving onto a competitive game situation with positions, you will focus on potential awareness and movement on the netball court.

Key Vocabulary and Terminology



Tier 2: teamwork, communication, movement, space.

Tier 3: footwork, pivoting, obstruction, possession, outwitting, intercepting, speed, agility.

Further Learning



[Catching](#)
[Netball rules test](#)
[Movement](#)

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: 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](#)

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, what is religion?

Previously you have learnt



In primary school you will have learned the basics about religions around the world. You may have more knowledge about some than others but should understand that there are a range of religious beliefs and practices and how somebody's religious beliefs can influence how they live and the decisions that they make. You should have some knowledge of how certain faiths worship, and some understanding of different religious celebrations.

In this unit you will learn



You will be learning about what religion really is. You will begin your journey with an analysis of the key word 'belief' before moving on to consider the starting points of religions, including the key individuals such as Abraham, Guru Nank and Jesus, and look for similarities and differences in the founders and the way that religions begin. You will also become familiar with what the term 'world view' means and how this impacts on our lives.

Key Vocabulary and Terminology



Tier 2

Belief, world view, foundation, similarity, difference, faith

Tier 3

Prophet, Scripture, Judaism, Islam, Buddhism, Christianity, Monotheist, Incarnate, Angel, Prophecy, Miracle, Theism, Atheist, Agnostic

Further Learning



[BBC Bitesize Main Faiths](#)

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: Design and Technology Year 7 Introduction to materials and making

Previously you have learnt



In Key Stage 2 you have been introduced to different materials (natural and synthetic) and developed your graphics skills. You have explored oblique drawing and shading techniques. You have also practiced how to draw accurate lines using different units of measurement.

You may also have completed some practical work in another material area (depending on your rotation at Hatton).

In this unit you will learn



In this rotation you will expand your knowledge of material areas and explore different types of wood understanding their properties and uses.

You will create a project that will introduce working to a specification and how this informs design and evaluation. You will apply your understanding of materials by selecting appropriate materials and equipment. You will develop your technical skills through making a wooden box.

Key Vocabulary and Terminology



Tier 2: evaluate, develop, design, function, precision, reflect

Tier 3: specification, plywood, tenon saw, CAD (computer Aided Design), joining, assembly, orthographic projection

Further Learning



BBC Teach: [Design and Technology](#)

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

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 7 Biology 7Bi Heart Rate Investigation.

Previously you have learnt



In primary school, you learnt to take measurements using a range of equipment, record data, make predictions, present findings and form conclusions to answer scientific questions.

In this unit you will learn



To explain the role of the heart, plan an investigation to identify the effect of exercise on heart rate, investigate the effect of exercise on heart rate and conclude and evaluate your investigation.

Key Vocabulary and Terminology



Tier 2: Evaluate, conclude, analyse, plan.

Tier 3: Hypothesis, independent variable, dependent variable, control variable, precise, accurate, reliable, conclusion, evaluation, anomaly.

Further Learning



[BBC Bitesize – The Effects of Exercise on Gas Exchange](#)

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 Biology 7B2 The Human Body Part 1

Previously you have learnt



In primary school, you learnt to identify that humans and some other animals have skeletons and muscles for support, protection and movement. You also learnt to describe the function of the digestive system. Earlier this year, you learnt about different types of cells and their functions.

In this unit you will learn



To describe the structure and function of the skeleton, muscular system and digestive system, explain the role of enzymes and bacteria in digestion and explain how messages are sent in the nervous system.

Key Vocabulary and Terminology



Tier 2: Describe, Compare, Explain, Identify.

Tier 3: Organ, System, Skeleton, Joint, Antagonistic, Digestion, Enzyme, Neurone, Reflexes, Receptor.

Further Learning



[BBC Bitesize – Skeletal System Notes](#)

[BBC Bitesize – Muscular System 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 7 Chemistry 7C2 Atoms

Previously you have learnt



Earlier this year, you learnt about the particle model.

In this unit you will learn



To describe how the model of the atom was developed, explain atomic theory through performance, describe the properties of protons, neutrons and electrons, describe an element and describe the properties of different elements.

Key Vocabulary and Terminology



Tier 2: Describe, explain, negligible.

Tier 3: Protons, Neutrons, Electrons, Relative mass, Relative charge, Mass number, Atomic number, Negligible

Further Learning



[BBC Bitesize – Atom Notes](#)

[Solids, liquids and gases - 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 – 7Co – The Construction Site

Previously you have learnt



In Year 7 you will have learnt about forces which will be built upon during this unit. Also in primary about plants and what they need to grow to survive, and about how circuits are built to allow electricity to flow

In this unit you will learn



To link together knowledge from the different science disciplines and apply them to a new situation of a construction site. You will learn how forces, circuits and materials are used within construction and how they are used to keep buildings safe

Key Vocabulary and Terminology



Tier 2: Describe, investigate, explain.

Tier 3: Current, Fertiliser, Weight, Pressure, Foundations, Forces, Current, Circuits, Fuses, Plug, Earth, Ceramics

Further Learning



[BBC Bitesize – Particle 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: Y7 term 2 - Unit title: Mi Mundo

Previously you have learnt



some adjectives which we use to describe how you are feeling. We also learnt numbers to talk about our age and the age of family members. We also learnt to describe where we live and began exploring Phonics and reading aloud skills.

In this unit you will learn



how to talk about the world around ourselves. This means we will give opinions on family members, school subjects and free time. We will now learn adjectives to describe things and how we feel about them.

Key Vocabulary and Terminology



Tier 2 opinions, coordinating clauses, adjective agreement, verbs

Tier 3 ¿Qué asignaturas estudias?
¿Qué te gusta hacer en tu tiempo libre?
¿Cuántas personas hay en tu familia?

Further Learning



Please look at our department Padlet

[KS3 Spanish Padlet](#)

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: Design Technology Year 7: Introduction to Textiles

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. During your time at SCHA you have been introduced to different materials such as plywood and acrylic and developed your graphics skills. You may also have completed some practical work in another material areas (depending on your rotation)

In this unit you will learn



In this module, you will learn about the importance of Textiles in our everyday lives, the core fibres and how to recognise and categorise them. You will learn about the construction of both knitted and woven fabric and experiment in creating woven patterns. We will teach and test your skills using Computer Aided Design and create eye-catching printed samples with the sublimation printer and heat press inspired by Yinka Ilori. Finally, we will look at the abstract and exciting work of Ricey Wright and explore hand embroidery techniques.

Key Vocabulary and Terminology



Tier 2: Design, Develop, natural, synthetic

Tier 3: Fibre, Sublimation printing, felted, embroidery

Further Learning



Felting technique: [The history of felting - Fabulous felting](#)

Essential and classic weaving patterns: [Woven patterns](#)

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: History Year 7 Ancient Civilisations

Previously you have learnt



How to be a historian at Hatton, learning the second order concepts of significance, cause and consequence, change and continuity and similarities and difference. You applied these skills to topics like the Titanic, Great Fire of London and then focused on local history in Wellingborough, Northampton and Milton Keynes. You may have also learnt about ancient civilisations during your Primary School lessons.

In this unit you will learn



About two ancient civilisations in detail: ancient Greece and the Roman Empire. You will learn about aspects of these societies such as religion, medicine and how society was organised. At the end of the unit, you will make a judgement on which society has influenced us in the present day the most by using your evaluation of the second order concept similarity and differences. Following that, you will look at how the Romans affected Britain and how the collapse of their empire changed Britain.

Key Vocabulary and Terminology



Tier 2: Religion, society, democracy, empire, artefact, mythology, legends.

Tier 3: Republic, polytheistic, anatomy, dynasty, emperor

Further Learning



[Classics for All](#)

[The Romans 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: Lifeskills Year 7 Health and Well Being – Looking After Yourself

Previously you have learnt



In Primary school, you will have completed Lifeskills/PSHE lessons, which may have covered how to look after your well-being to make sure that you can explain and understand your feelings. You may also have learned how to be safe when out with your parents.

In this unit you will learn



You will look at a range of topics on how you can look after yourself these will include; mindfulness and regulation strategies, how to stay safe (roads, bike, rail and water), and how to look after your changing bodies (personal hygiene). You will also learn about emotional intelligence and create an action plan which will help you to identify your emotional strengths and weaknesses. You will address the topic of grief and understand that grief can be caused by a change or loss of someone or something that you love.

Key Vocabulary and Terminology



Tier 2: Worry, nervous, emotions, relax, support, communication, mindful, grounded, breathing, self-regulation, grief, hazards, resilience, safety, needs, wants and risks.

Tier 3: Bereavement, meditation, personal hygiene, body odour, bike safety, road safety, water safety, dental health, unexpected sudden death.

Further Learning



[Could mindfulness really work for me?](#)

[Grief support for young people](#)

[Road safety - BBC Bitesize](#)

[Personal hygiene for children | healthdirect](#)

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: Mathematics Year 7 Representing Number

Previously you have learnt



To identify and shade fractions. You will have learnt how to represent fractions using diagrams and on a number line. You will have used a diagram to compare two or more simple fractions. You will have performed all four operations with fractions.

In this unit you will learn



To fluently perform all operations with mixed numbers. You will learn to increase/decrease by a fractional amount. You will learn to articulate the definition of percentages, how to represent them using diagrams and find a percentage of an amount.

Key Vocabulary and Terminology



Tier 2: subtract, quantity, express, multiples, compare

Tier 3: represent, convert, denominator, numerator, improper

Further Learning



[NRich short problems on Frations, Decimals and Percentages](#)

[NRich Poster Problem for Multiplying Fractions/Fractions of an amount](#)

[Whole-y cow fractions are fun](#)

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: Mathematics Year 7 Intro to Algebra

Previously you have learnt



To use letter symbols to represent unknown numbers or variables.
You will have learnt how to form expressions from situations described in words and use/interpret algebraic notation.

In this unit you will learn



To understand the difference between an expression, equation, formula, term, function and identity. Use and interpret algebraic notation leading to simplifying and manipulating algebraic expressions. This will then be extended to substituting in values in order to evaluate expressions. You will also learn how to multiply a single term over a bracket.

Key Vocabulary and Terminology



Tier 2: interpret, evaluate, notation, equivalence

Tier 3: expression, equation, formula, term, function, identity, coefficients, brackets, simplify, manipulate, expressions, addition, subtraction, multiply, divide, integers, formulae, substitute

Further Learning



[NRich short problems Creating and manipulating linear and quadratic expressions](#)

[NRich poster problem 'Which is Bigger?'](#)

[Missing box problems helps promote thinking backwards and deepen understanding](#)

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