

PHYSICAL EDUCATION YEAR 7 Curriculum Overview



Year 7 Overview

All students cover a variety of sporting areas to develop their overall competence and understanding of sport. All lessons encourage students to be active participants in sport, both in and outside of school and aim to embed the importance of following a healthy and active lifestyle. Extra-curricular sport takes place every lunchtime and after school. Students will perform in a variety of sports including football, netball, badminton, rugby, dance/gymnastics, athletics and striking and fielding. They will learn the fundamental skills of all sports mentioned which will enable them to develop their knowledge and understanding to be able to apply them effectively and successfully in competitive situations.

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p style="text-align: center;">1-6 (Autumn 1)</p>	<p>Fundamental Skills</p>	<p>In this unit students will focus on the fundamental skills that are required to be successful in PE. This will include an overview of the skill related components fitness, power, coordination, balance, agility, reaction time, speed and how each is applied in PE. Students will take part in a variety of skill related lessons, with a specific focus on a different component of fitness within each lesson. They will also develop physical literacy, as well as developing knowledge on teaching points of the skills and processes developed. Observation and peer assessment to be used to provide opportunities for pupils to assess their own performance and implement strategies for improvement.</p>	<p>Students will complete tasks each lesson and will be observed by members of staff to place them into a band of competency in the basic, core, fundamental skills of movement and physical literacy. From here sports-based groups will be established.</p>
	<p>Football</p>	<p>In this unit, students will learn how to conduct a 3 stage warm up. Pupils will focus on developing the basic skills and rules of Football. Students will learn how to pass the ball correctly, attack and defend in isolation as well as being able to apply these skills into small, conditioned games. Students will also focus on how to shoot effectively.</p>	<p>Students will be assessed on their ability to complete the different basic skills for Football. Students will be assessed against the grading criteria on their ability to complete the different skills in small competitive games.</p>
	<p>Netball</p>	<p>In this unit, students will look to develop the basic skills in isolation in Netball. Students will focus on the different types of passing, how to shoot correctly and start to develop their footwork. Students will learn some of the rules and some of the zones they can play in depending on the position they are playing. Students will play small, conditioned games to apply these basic skills into competitive situations.</p>	<p>Students will be assessed on their ability to complete the different basic skills for Netball. Students will be assessed against the grading criteria on their ability to</p>

PHYSICAL EDUCATION YEAR 7 Curriculum Overview



			complete the different skills in small competitive games.
7-13 (Autumn 2)	Badminton	In this unit students will focus on how to use basic principles of attack and defense to plan strategies and tactics for badminton. Students will replicate basic backhand and forehand shots, serving, movement and recovery: skills necessary to outwit opponents with increasing pressure. They will also develop physical literacy and hand-eye co-ordination, as well as developing knowledge on teaching points of the skills and processes developed. Observation and peer assessment to be used to provide opportunities for pupils to assess their own performance and implement strategies for improvement. Students should begin to accurately score and officiate mini badminton games.	To understand the concept of net/court games and make effective evaluations of strengths and weaknesses in performance. Students to be assessed against the grading criteria for each section. Students to write in their progress booklets their strengths and weaknesses to assist in the grading process.
	Dance	In this unit students will explore a range of dance movements using steps, gestures, formations, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. Students will demonstrate creativity by incorporating control, rhythm, timing and aesthetics into sequences. Students will evaluate and assess movements to improve routines. Students should be able to perform dance movements with control and will show a range of well-coordinated choreographed movements to the set music. Use a sound understanding of creativity and times movement patterns well with the music. Identify the main aspects of a good performance and will work with others in the group to discuss how performance could be improved.	Students to be assessed against the grading criteria for each section. Students will be assessed on their ability to incorporate the knowledge and skills into their sequences. Higher ability students will be expected to show a well-choreographed routine that is aesthetically pleasing.
14-18 (Spring 1)	Orienteering and Outdoor Activities	Students will start off using basic skills which are needed in orienteering through various team strategy games. They will learn; communication, memory, team work skills. As well as being mentally alert, decisiveness, decision making and decisiveness. In the latter stages of	Students will be assessed on their accuracy of getting to locations quickly but also

PHYSICAL EDUCATION YEAR 7 Curriculum Overview



	Leadership	<p>this unit, students will have to collaborate on courses to find the quickest and most accurate route to succeed. Students will develop resilience if they get some of their answers wrong as well as developing teamwork skills to accurately plot their map and work together to get the right answer for each station.</p> <p>In this unit students will understand the qualities of a good leader, learn the main muscles of the body and how to stretch them. They will identify qualities and skills from a model session and evaluate it. They will then experiment with different ways that you can communicate with others, when designing and leading a three-stage warm-up for a sport of their choice.</p>	<p>being able to plot their map accurately. Use of four figure and six figure grid references will be used to help analyse where each station is, which will allow students to correctly navigate their way on the course.</p> <p>Assessment of coaching ideas and techniques, evaluating the effectiveness of different teaching styles and ideas for modified games and drills. Effective use of voice and communication.</p>
19-24 (Spring 2)	Rugby	In this unit, students will focus on developing the basic skills and rules of Rugby league. Students will learn how to pass the ball correctly, learn to drag and pass to create space and outwit defenders. Students will learn how to tackle, using correct technique in isolation and small sided games. Know how to 'play the ball' after being tackled and how to use the 6 tackles to the attacking team's full advantage.	Students will be assessed on their ability to pass, tackle and follow some of the basic rules of Tag Rugby in small groups. Students to be assessed against the grading criteria for each section.
25-38 (Summer 1 and 2)	Athletics	In this unit students will accurately replicate running, jumping and throwing skills for events in order to improve performances. Will explore variations in technique and use the information to become more technically proficient. Students will engage in performing and improving personal bests in relation to speed, height and distances.	Students will develop the skills necessary to compete and achieve in a number of athletic events. Students will be able be assessed on Long and Triple Jump, Shot

PHYSICAL EDUCATION YEAR 7 Curriculum Overview



	Cricket	<p>In this unit, students will focus on developing the basic skills and rules of cricket. Students will learn how to bat and bowl using the correct technique, score runs for their team and take up some effective fielding positions to gain an advantage over their opponent. In small sided striking and fielding games, students will learn how to strike the ball when batting into different areas to avoid fielders and run between the wickets to score more points. Students will start to develop their knowledge of rules and apply this to their gameplay.</p>	<p>Put, 100m, Relay, 400m, Discus and Javelin with their best three scores being taken as their grading score for this unit of work. Students are being assessed against the KS3 grading criteria.</p> <p>Students will develop the skills necessary to compete and achieve in Cricket. Students will be able to be assessed on their ability to bowl the ball using correct technique, their fielding and catching, their knowledge on the rules of the game and their ability to play a range of shots. To move up the grading criteria, this would be also shown in a competitive situation.</p>
	Rounders	<p>After carrying out the activities and core tasks in this unit most pupils will: select their shot based on where the ball is bowled and with the intention of avoiding the fielders; hit with control and accuracy; bowl with increasing accuracy and an awareness of the field placement; field effectively and return the ball to an appropriate base position; take an active and thoughtful part in the games; identify the fitness needs of different roles in the game; read the game and react to</p>	<p>Students will develop the skills necessary to compete and achieve in Rounders. Students will be able to be assessed on their ability to bowl the ball using correct technique, their fielding and catching, their knowledge on the rules of the game and their ability to play a range of shots. To move up the</p>

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		situations as they develop; identify their strengths and weaknesses and take decisions about what to work on.	grading criteria, this would be also shown in a competitive situation.
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