

CURRICULUM MAP (Long term plan)

SUBJECT : Physical Education

YEAR GROUP: 7

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p>	<p>Football- Passing, Dribbling, Ball Control, Shooting, Attacking, Defending, Tackling, Possession Play</p> <p>Netball- Passing, Footwork, Movement, Dodging, Marking, Intercepting, Shooting, Positioning</p> <p>Rugby- Passing, Go Forward, Support, Body Position, Tackling, Presenting, Rucking, Scrumming</p> <p>Basketball- Passing, Dribbling, Shooting, Lay ups, Stealing, Marking, Rules, 3 person weave Attacking and Defending</p> <p>Developing consistency and control of skills or techniques</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Hockey- Push pass, Trapping, Dribbling, Block tackle, Jab tackle, Slap hit, Attacking and Defending</p> <p>HRF- Testing, Speed, Cardiovascular Endurance, Power, Muscular Endurance, Strength, Flexibility, SAQ</p> <p>Badminton-Serving, Clearing, Drop shot, Net kill, Smash, Movement, Singles play and Doubles play</p> <p>Developing consistency and control of skills or techniques</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Trampolining- Basic Shapes, Twists, Seat landing, Front landing, Back landing, Rotation, Routines</p> <p>Athletics- Shot put, Javelin, Discus, Sprint starts, Sprinting, Relay changeover, Relay races, Middle distance</p> <p>Cricket- Rules, Fielding, Defensive shots, Front foot shots, Back foot shots, Bowling</p> <p>Developing consistency and control of skills or techniques</p> <p>Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>
<p>Disciplinary knowledge - what skills are practiced?</p>	Football	Hockey	Trampolining

	<ul style="list-style-type: none"> ● Developing consistency and control of skills: Short and long passing, ball control, dribbling, shooting, tackling skills in isolation and in conditioned games ● Demonstrating skills in conditioned games and practices <p>Netball</p> <ul style="list-style-type: none"> ● Developing consistency and control of skills: Chest/bounce/shoulder passing, catching, footwork, dodging, shooting, marking skills in isolation and in conditioned games ● Demonstrating skills in conditioned games and practices <p>Rugby</p> <ul style="list-style-type: none"> ● Developing consistency and control of skills: Push passing, presenting the ball, ball carrying, tackling, rucking in isolation and in conditioned games ● Demonstrating skills in conditioned games and practices <p>Basketball</p> <ul style="list-style-type: none"> ● Developing consistency and control of skills: Chest/bounce/shoulder passing, catching, footwork, stealing, shooting, lay-ups, marking skills in isolation and in conditioned games 	<ul style="list-style-type: none"> ● Developing consistency and control of skills: Push passing, trapping, reverse stick dribbling, shooting, block tackling skills in isolation and in conditioned games ● Demonstrating skills in conditioned games and practices <p>HRF</p> <ul style="list-style-type: none"> ● Applying skills and techniques as part of a personal exercise programme various methods of training: Circuit, continuous, fartlek, interval, SAQ <p>Badminton</p> <ul style="list-style-type: none"> ● Developing consistency and control of skills: using serving, drop shot, clearing, smash and net kills in doubles and singles game play. Learning how to officiate and score correctly in different game situations. 	<ul style="list-style-type: none"> ● Developing consistency and control of skills: Basic shapes, twists, seat drop, front drop, back drop, front somersault in isolation and in routines ● Demonstrating skills in conditioned routines and practices <p>Athletics – Recording times and distances for the following:</p> <ul style="list-style-type: none"> ● 100m ● 200m ● 800m ● Relay ● Shot Put ● Javelin ● Discus <p>Cricket</p> <ul style="list-style-type: none"> ● Developing consistency and control of skills: using bowling, fielding, defensive and attacking shots in isolated, paired and group scenarios/games. Applying rules and scoring correctly in different game situations.
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	<ul style="list-style-type: none"> ● Demonstrating skills in conditioned games and practices 		
Key questions (What is the learning about?)	<p>Can I....</p> <ul style="list-style-type: none"> ● Know the various teaching points for the skills learnt and apply these in competition ● Understand how/when/what the importance is of applying these skills in competitive situations ● Be able to apply skills in competitive situations <p>For further information see learning objectives on SOW Year 7 Basketball SOW.docx Year 7 Football SOW.docx Year 7 Rugby SOW.docx Year 7 Netball SOW.docx</p>	<p>Can I....</p> <ul style="list-style-type: none"> ● Know the various teaching points for the skills learnt and apply these in competition. ● Know the various definitions in HRF ● Understand how/when/what the importance is of applying these skills in competitive situations/in HRF ● Be able to apply skills in competitive situations. ● Be able to test, demonstrate and display knowledge learnt in HRF <p>For further information see learning objectives on SOW Year 7 Hockey SOW.docx Year 7 Badminton SOW.docx Year 7 HRF SOW.docx</p>	<p>Can I...</p> <ul style="list-style-type: none"> ● Know the various teaching points for the skills learnt and apply these in competition ● Understand how/when/what the importance is of applying these skills in competitive situations ● Be able to apply skills in competitive situations <p>For further information see learning objectives on SOW Year 7 Athletics SOW.docx Year 7 Cricket SOW.docx Year 7 Trampolining SOW.docx</p>
Assessment	<ul style="list-style-type: none"> ● Targeted questioning ● Peer assessment ● Self assessment ● Live mark- verbal/written feedback ● Formative ● Technology <p>For further information see assessment grid.</p> <p>Year 7 Basketball SOW.docx Year 7 Football SOW.docx Year 7 Rugby SOW.docx Year 7 Netball SOW.docx</p>	<ul style="list-style-type: none"> ● Targeted questioning ● Peer assessment ● Self assessment ● Live mark- verbal/written feedback ● Formative ● Technology <p>For further information see assessment grid.</p> <p>Year 7 Hockey SOW.docx Year 7 Badminton SOW.docx Year 7 HRF SOW.docx</p>	<ul style="list-style-type: none"> ● Targeted questioning ● Peer assessment ● Self assessment ● Live mark- verbal/written feedback ● Formative ● Technology <p>For further information see assessment grid.</p> <p>Year 7 Athletics SOW.docx Year 7 Cricket SOW.docx Year 7 Trampolining SOW.docx</p>

<p>Literacy (L), Numeracy (N), Oracy (O) opportunities</p>	<p>Literacy- Use of resource sheets/cards, whiteboards, keywords/terms Numeracy- Score keeping, timing Oracy- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>	<p>Literacy- Use of resource sheets/cards, whiteboards, keywords/terms Numeracy- Use of stopwatches, tape measures, score keeping Oracy- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>	<p>Literacy- Use of resource sheets/cards, whiteboards, keywords/terms Numeracy- Use of stopwatches, tape measures, score keeping Oracy- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>
<p>Cross Curricular Opportunities</p>	<p>Basketball - Science - arc and flight of ball - parabola Rugby - Science - Scrum/tackle/ruck forces</p>	<p>HRF - Science - Graph work Forces/effects of exercise on the body/muscular and skeletal system</p>	<p>Athletics - Geography and countries Cricket - Geography and countries - climate and weather</p>
<p>SMSC / Character/Careers/Cultural Capital (personal development)</p>	<ul style="list-style-type: none"> ● TAG team (sports captains) Coaching opportunities allow students to develop their social skills through communication, collaboration and teamwork. Sports Captains develop their social and moral skills through working with others to improve their performances, helping students who require assistance and recognising how to support them. ● Sport captain mentor sessions – allows staff to build a working relationship with sports captains and help guide them towards improvement. ● TAG team CPD – PE staff deliver sports leadership CPD sessions, such as ‘how to coach’. Improves confidence and breaks down barriers for children to stand and deliver coaching sessions to peers. ● Sport Education programme giving learners roles and 	<ul style="list-style-type: none"> ● TAG team (sports captains) Coaching opportunities allow students to develop their social skills through communication, collaboration and teamwork. Sports Captains develop their social and moral skills through working with others to improve their performances, helping students who require assistance and recognising how to support them. ● Sport captain mentor sessions – allows staff to build a working relationship with sports captains and help guide them towards improvement. ● TAG team CPD – PE staff deliver sports leadership CPD sessions, such as ‘how to coach’. Improves confidence and breaks down barriers for children to stand and deliver coaching sessions to peers. ● Sport Education programme giving learners roles and 	<ul style="list-style-type: none"> ● TAG team (sports captains) Coaching opportunities allow students to develop their social skills through communication, collaboration and teamwork. Sports Captains develop their social and moral skills through working with others to improve their performances, helping students who require assistance and recognising how to support them. ● Sport captain mentor sessions – allows staff to build a working relationship with sports captains and help guide them towards improvement. ● TAG team CPD – PE staff deliver sports leadership CPD sessions, such as ‘how to coach’. Improves confidence and breaks down barriers for children to stand and deliver coaching sessions to peers. ● Sport Education programme giving learners roles and responsibilities in lesson to complete for reward, whilst showcasing the various different opportunities/careers in

	<p>responsibilities in lesson to complete for reward, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor.</p> <ul style="list-style-type: none"> ● PBA core values ● Resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. ● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. ● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. ● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. ● Careers - Talent identification and signposting in TAG booklet ● Careers board to be set up in PE area 	<p>responsibilities in lesson to complete for reward, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor.</p> <ul style="list-style-type: none"> ● PBA core values ● Resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. ● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. ● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. ● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. ● Careers - Talent identification and signposting in TAG booklet ● Careers board to be set up in PE area 	<p>sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor.</p> <ul style="list-style-type: none"> ● PBA core values ● Resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. ● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. ● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. ● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. ● Careers - Talent identification and signposting in TAG booklet ● Careers board to be set up in PE area
<p>Equality and Diversity</p>	<p>Discussion in lessons about the diversity of national teams. Reference to sports athletes or : Football- Lionel Messi- Paris Saint Germain/Argentina Netball- Alice Harvey- Defender Helen Housby- GA</p>	<p>Discussion in lessons about the diversity of national teams i.e. Hockey teams Badminton - styles and differences of shots or tactics based on cultural upbringing/playing in different countries.</p>	<p>Cricket- Discussion in lessons about the diversity of national teams. Teaching the different types of catches - English and Australian. Introduction to diverse competitive leagues such as the IPL, students represent teams in</p>



	<p>Hannah Joseph- Centre Basketball- LeBron James- LA Lakers/American Giannis Antetokounmpo- Milwaukee Buks/Greek Rugby- Beauden Barrett- Fly Half- New Zealand Maro Itoje- Lock- England</p>		<p>sport education such as Kolkata Knight Rider and Chennai Super Kings.</p> <p>Athletics - Discussion on different events being dominated by specific countries based on climate/demographics/culture i.e. Kenya - long distance, Jamaica - Sprinting</p>
<p>Super Curriculum (personal development)</p>	<p>PBA Extra-Curricular Autumn 2022.docx</p>	<p>PBA Extra-Curricular Spring 2 2023.docx</p>	<p>PBA Extra-Curricular Summer 2023.docx</p>