

## CURRICULUM MAP (Long term plan)

**SUBJECT : Physical Education**

**YEAR GROUP: 7**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<p><b>Substantive knowledge –</b> Essential knowledge &amp; conceptual understanding of the National Curriculum</p>	<p><b>Football-</b> Passing, Dribbling, Ball Control, Shooting, Attacking, Defending, Tackling, Possession Play</p> <p><b>Netball-</b> Passing, Footwork, Movement, Dodging, Marking, Intercepting, Shooting, Positioning</p> <p><b>Rugby-</b> Passing, Go Forward, Support, Body Position, Tackling, Presenting, Rucking, Scrumming</p> <p><b>Basketball-</b> 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><b>Hockey-</b> Push pass, Trapping, Dribbling, Block tackle, Jab tackle, Slap hit, Attacking and Defending</p> <p><b>HRF-</b> Testing, Speed, Cardiovascular Endurance, Power, Muscular Endurance, Strength, Flexibility, SAQ</p> <p><b>Badminton-</b>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><b>Trampolining-</b> Basic Shapes, Twists, Seat landing, Front landing, Back landing, Rotation, Routines</p> <p><b>Athletics-</b> Shot put, Javelin, Discus, Sprint starts, Sprinting, Relay changeover, Relay races, Middle distance</p> <p><b>Cricket-</b> 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><b>Disciplinary knowledge - what skills are practiced?</b></p>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>● Developing consistency and control of skills: Short and long passing, ball control, dribbling, shooting, tackling skills in isolation and in conditioned games</li> <li>● Demonstrating skills in conditioned games and practices</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>● Developing consistency and control of skills: Chest/bounce/shoulder passing, catching, footwork, dodging, shooting, marking skills in isolation and in conditioned games</li> <li>● Demonstrating skills in conditioned games and practices</li> </ul> <p><b>Rugby</b></p> <ul style="list-style-type: none"> <li>● Developing consistency and control of skills: Push passing, presenting the ball, ball carrying, tackling, rucking in isolation and in conditioned games</li> <li>● Demonstrating skills in conditioned games and practices</li> </ul> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>● Developing consistency and control of skills: Chest/bounce/shoulder passing, catching, footwork, stealing, shooting, lay-ups, marking skills in isolation and in conditioned games</li> </ul>	<p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>● Developing consistency and control of skills: Push passing, trapping, reverse stick dribbling, shooting, block tackling skills in isolation and in conditioned games</li> <li>● Demonstrating skills in conditioned games and practices</li> </ul> <p><b>HRF</b></p> <ul style="list-style-type: none"> <li>● Applying skills and techniques as part of a personal exercise programme various methods of training: Circuit, continuous, fartlek, interval, SAQ</li> </ul> <p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	<p><b>Trampolining</b></p> <ul style="list-style-type: none"> <li>● Developing consistency and control of skills: Basic shapes, twists, seat drop, front drop, back drop, front somersault in isolation and in routines</li> <li>● Demonstrating skills in conditioned routines and practices</li> </ul> <p><b>Athletics – Recording times and distances for the following:</b></p> <ul style="list-style-type: none"> <li>● 100m</li> <li>● 200m</li> <li>● 800m</li> <li>● Relay</li> <li>● Shot Put</li> <li>● Javelin</li> <li>● Discus</li> </ul> <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Demonstrating skills in conditioned games and practices</li> </ul>		
<p><b>Key questions</b> (What is the learning about?)</p>	<p>Can I....</p> <ul style="list-style-type: none"> <li>● Know the various teaching points for the skills learnt and apply these in competition</li> <li>● Understand how/when/what the importance is of applying these skills in competitive situations</li> <li>● Be able to apply skills in competitive situations</li> </ul> <p>For further information see learning objectives on SOW  <a href="#">Year 7 Basketball SOW.docx</a>  <a href="#">Year 7 Football SOW.docx</a>  <a href="#">Year 7 Rugby SOW.docx</a>  <a href="#">Year 7 Netball SOW.docx</a></p>	<p>Can I....</p> <ul style="list-style-type: none"> <li>● Know the various teaching points for the skills learnt and apply these in competition.</li> <li>● Know the various definitions in HRF</li> <li>● Understand how/when/what the importance is of applying these skills in competitive situations/in HRF</li> <li>● Be able to apply skills in competitive situations.</li> <li>● Be able to test, demonstrate and display knowledge learnt in HRF</li> </ul> <p>For further information see learning objectives on SOW  <a href="#">Year 7 Hockey SOW.docx</a>  <a href="#">Year 7 Badminton SOW.docx</a>  <a href="#">Year 7 HRF SOW.docx</a></p>	<p>Can I...</p> <ul style="list-style-type: none"> <li>● Know the various teaching points for the skills learnt and apply these in competition</li> <li>● Understand how/when/what the importance is of applying these skills in competitive situations</li> <li>● Be able to apply skills in competitive situations</li> </ul> <p>For further information see learning objectives on SOW  <a href="#">Year 7 Athletics SOW.docx</a>  <a href="#">Year 7 Cricket SOW.docx</a>  <a href="#">Year 7 Trampolining SOW.docx</a></p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>● Targeted questioning</li> <li>● Peer assessment</li> <li>● Self assessment</li> <li>● Live mark- verbal/written feedback</li> <li>● Formative</li> <li>● Technology</li> </ul> <p>For further information see assessment grid.  <a href="#">Year 7 Basketball SOW.docx</a>  <a href="#">Year 7 Football SOW.docx</a>  <a href="#">Year 7 Rugby SOW.docx</a>  <a href="#">Year 7 Netball SOW.docx</a></p>	<ul style="list-style-type: none"> <li>● Targeted questioning</li> <li>● Peer assessment</li> <li>● Self assessment</li> <li>● Live mark- verbal/written feedback</li> <li>● Formative</li> <li>● Technology</li> </ul> <p>For further information see assessment grid.  <a href="#">Year 7 Hockey SOW.docx</a>  <a href="#">Year 7 Badminton SOW.docx</a>  <a href="#">Year 7 HRF SOW.docx</a></p>	<ul style="list-style-type: none"> <li>● Targeted questioning</li> <li>● Peer assessment</li> <li>● Self assessment</li> <li>● Live mark- verbal/written feedback</li> <li>● Formative</li> <li>● Technology</li> </ul> <p>For further information see assessment grid.  <a href="#">Year 7 Athletics SOW.docx</a>  <a href="#">Year 7 Cricket SOW.docx</a>  <a href="#">Year 7 Trampolining SOW.docx</a></p>



<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	<p><b>Literacy</b>- Use of resource sheets/cards, whiteboards, keywords/terms</p> <p><b>Numeracy</b>- Score keeping, timing</p> <p><b>Oracy</b>- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>	<p><b>Literacy</b>- Use of resource sheets/cards, whiteboards, keywords/terms</p> <p><b>Numeracy</b>- Use of stopwatches, tape measures, score keeping</p> <p><b>Oracy</b>- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>	<p><b>Literacy</b>- Use of resource sheets/cards, whiteboards, keywords/terms</p> <p><b>Numeracy</b>- Use of stopwatches, tape measures, score keeping</p> <p><b>Oracy</b>- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>
<b>Cross Curricular Opportunities</b>	<p>Basketball - Science - arc and flight of ball - parabola</p> <p>Rugby - Science - Scrum/tackle/ruck forces</p>	<p>HRF - Science - Graph work</p> <p>Forces/effects of exercise on the body/muscular and skeletal system</p>	<p>Athletics - Geography and countries</p> <p>Cricket - Geography and countries - climate and weather</p>
Super Curriculum (personal development)	<ul style="list-style-type: none"> <li>- <b>TAG Team</b></li> <li>- <b>Sport Education</b></li> <li>- <b>See Extra-curricular programme</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TAG Team</b></li> <li>- <b>Sport Education</b></li> <li>- <b>See Extra-curricular programme</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TAG Team</b></li> <li>- <b>Sport Education</b></li> <li>- <b>See Extra-curricular programme</b></li> </ul>
<b>Careers</b>	<p>HT 1 Netball coach  <a href="#">Episode 1: Getting into Coaching</a>            HT 2 Sports psychologist  <a href="#">Working in sports: Q&amp;A panel with Max Whittle - BBC Bitesize</a></p>	<p>HT1 Fitness instructor  <a href="#">What is the difference between a fitness instructor and a personal trainer?</a>            HT2 Dietitian  <a href="#">How to become a dietitian: Siân's story - BBC Bitesize</a></p>	<p>HT1 Sports Journalist  <a href="#">#changethegame: Life in online sports journalism - BBC Bitesize</a></p> <p>HT2 Rounders Umpire  <a href="https://www.roundersengland.co.uk/learn/umpiring/">https://www.roundersengland.co.uk/learn/umpiring/</a></p>
<b>Equality and Diversity</b> Gender Disability Religion Race Sexuality Economic	<p>Discussion in lessons about the diversity of national teams.</p> <p>Reference to sports athletes or :</p> <p><b>Football</b>- Lionel Messi- Paris Saint Germain/Argentina (GENDER)  <a href="#">Year 7 Football SOW.docx</a></p> <p><b>Netball</b>- Stacey Francis-Bayman - GD/GK England Roses (SEXUALITY)            Hannah Joseph- Centre  <a href="#">Year 7 Netball SOW.docx</a></p> <p><b>Basketball</b>- Gregg Warburton - Team GB Paralympian (DISABILITY)</p>	<p>Discussion in lessons about the diversity of national teams i.e. Hockey teams</p> <p><b>Badminton</b> - styles and differences of shots or tactics based on cultural upbringing/playing in different countries.</p> <p>Cultural question (Gender): The dominance of Chinese and Korean female athletes. Female Chinese and Korean badminton athletes have dominated, winning every UBER cup since 1984 and</p>	<p><b>Cricket</b>- 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 sport education such as Kolkata Knight Rider and Chennai Super Kings.  <a href="#">Year 7 Cricket SOW.docx</a></p> <p><b>Athletics</b> - Discussion on different events being dominated by specific countries based</p>

	<p>Giannis Antetokounmpo- Milwaukee Buks/Greek (RELIGION)  <a href="#">Year 7 Basketball SOW.docx</a>  <b>Rugby-</b> Bundi Aki- Inside centre - Ireland (RACE) – What challenges do professional athletes face when representing as a black/multi ethnics? How are they treated by a predominately white native fan base? What have they overcome to become top performers? Do they deserve to face extra challenges compared to their peers?  <a href="#">Year 7 Rugby SOW.docx</a></p>	<p>dominating the medal table in the Olympic games. Yet the association for badminton in countries such as Malaysia have had established governing bodies as early as 1934 (China 1954; Korea 1957). This can be attributed to badminton being established in school sport and created as part of the culture growing up in education. Much like football in England or basketball in America.   <a href="https://www.worldbadminton.com/reference/research/documents/PHLim_badminton_30_Oct_2012.pdf">https://www.worldbadminton.com/reference/research/documents/PHLim_badminton_30_Oct_2012.pdf</a> - source and credit  <a href="#">Year 7 Badminton SOW.docx</a></p>	<p>on climate/demographics/culture i.e. Kenya - long distance, Jamaica – Sprinting           Why are Kenyan and Ethiopian long-distance runners performing at top levels consistently? Nature vs Nurture, Economic pressure to succeed. it appears to be the result of favorable somatotypical characteristics lending to exceptional biomechanical and metabolic economy/efficiency; chronic exposure to altitude in combination with moderate-volume, high-intensity training (live high + train high), and a strong psychological motivation to succeed athletically for the purpose of economic and social advancement.  <a href="#">Year 7 Athletics SOW.docx</a></p>
<p><b>Local Community Links</b></p>	<p>Stotfold football club          Netball Heritage league</p>	<p>Biggleswade Rugby Club</p>	<p>Letchworth Cricket club</p>
<p><b>British Values</b>          Democracy          The rule of Law          Individual Liberty          Mutual Respect and Tolerance of others          SMSC          Character Education</p>	<ul style="list-style-type: none"> <li>● Sport Education programme – giving learners roles and responsibilities to complete for reward during lesson, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. (Democracy)</li> <li>● PBA core values (Mutual respect)</li> <li>● Careers board to be set up in PE area (Careers)</li> <li>● Following the rules and laws of the games, showing resilience, perseverance, positivity</li> </ul>	<ul style="list-style-type: none"> <li>● Sport Education programme – giving learners roles and responsibilities to complete for reward during lesson, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. (Democracy)</li> <li>● PBA core values (Mutual respect)</li> <li>● Careers board to be set up in PE area (Careers)</li> <li>● Following the rules and laws of the games, showing resilience, perseverance, positivity threaded throughout topics, with team</li> </ul>	<ul style="list-style-type: none"> <li>● Sport Education programme – giving learners roles and responsibilities to complete for reward during lesson, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. (Democracy)</li> <li>● PBA core values (Mutual respect)</li> <li>● Careers board to be set up in PE area (Careers)</li> <li>● Following the rules and laws of the games, showing resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. (The rule of law)</li> </ul>

	<p>threaded throughout topics, with team points awarded for those showing these traits consistently. (The rule of law)</p> <ul style="list-style-type: none"> <li>● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. (SMSC)</li> <li>● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. (SMSC)</li> <li>● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. (Character education)</li> <li>● Outdoor life skills that promote communication, problem solving and leadership – students use newly acquired skills such as map reading and compass use that will help in real world experiences. (SMSC)</li> <li>● TAG Team - providing students the opportunity for sports leadership, working with students within the school and helping to host festivals with other schools and partnerships. The use of rewards to encourage and motivate progression. (Mutual respect and tolerance)</li> </ul>	<p>points awarded for those showing these traits consistently. (The rule of law)</p> <ul style="list-style-type: none"> <li>● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. (SMSC)</li> <li>● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. (SMSC)</li> <li>● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. (Character education)</li> <li>● Outdoor life skills that promote communication, problem solving and leadership – students use newly acquired skills such as map reading and compass use that will help in real world experiences. (SMSC)</li> <li>● TAG Team - providing students the opportunity for sports leadership, working with students within the school and helping to host festivals with other schools and partnerships. The use of rewards to encourage and motivate progression. (Mutual respect and tolerance)</li> </ul>	<ul style="list-style-type: none"> <li>● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. (SMSC)</li> <li>● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. (SMSC)</li> <li>● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. (Character education)</li> <li>● Outdoor life skills that promote communication, problem solving and leadership – students use newly acquired skills such as map reading and compass use that will help in real world experiences. (SMSC)</li> <li>● TAG Team - providing students the opportunity for sports leadership, working with students within the school and helping to host festivals with other schools and partnerships. The use of rewards to encourage and motivate progression. (Mutual respect and tolerance)</li> </ul>
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