



Curriculum Map: Year: 7 Subject: PE

Year 7	Intent
	<ul style="list-style-type: none"><li>• To deliver lessons that cover a variety for sports to cater for all student interests.</li><li>• Lessons delivered at different times of the year based on seasonal factors/ weather/space/staffing.</li><li>• The priority is to keep students active and engaged.</li><li>• Opportunities for leadership during warm-up and game related activities (strategies/tactics)</li><li>• By the end of Year 7, most students to know the major muscles and bones that are covered in the GCSE syllabus.</li></ul>
Sept- Oct	Overview
	<ul style="list-style-type: none"><li>• Students will cover the curriculum map below to cover the following 4 sporting activities in the first half term: Girls – Football &amp; Netball Boys – Rugby &amp; basketball</li><li>• Students are split into set 1 &amp; 2 based on overall ability (we believe this gives further opportunities for all students to experience success, gain confidence and be stretched and challenged)</li><li>• <b>Not all groups will cover all topic areas below, these are for general guidance. Progression from one lesson to another will depend on each individual group and how well they can complete the skills being taught. A lesson may need to be repeated or they may need more time on a specific skill before they can progress to the next skill.</b></li><li>• <b>NB – Rugby</b> <b>Depending on ability group, some will participate in contact and others will participate in an adapted non-contact version of Rugby.</b></li><li>• Students will learn 6 major muscle groups – gastrocnemius, tibialis anterior, hamstrings, quadriceps, biceps, triceps</li></ul>

Curriculum Map: Year: 7 Subject: PE

Girls' activities – Sept to Oct

Year 7 - Football

<b>Lesson</b>	<b>Key Knowledge- what will students know by the end of this topic?</b>	<b>Key skills- what skills will students have developed by the end of this topic?</b>	<b>Assessment opportunities- How is progress measure?</b>
1	<ul style="list-style-type: none"> <li>Basic passing and receiving</li> </ul>	<ul style="list-style-type: none"> <li>Use of the inside of the foot to make the pass and control the ball when receiving it.</li> <li>Use of the outside of the foot and keeping the ball out from under the feet to help control and pass it.</li> <li>Progress to passing on the move</li> </ul>	<ul style="list-style-type: none"> <li>Success of passing and receiving.</li> <li>Ability to use both sides of the feet/both feet.</li> <li>Number of successful passes.</li> <li>Application in small sided conditioned games</li> </ul>
2	<ul style="list-style-type: none"> <li>Basic dribbling with control</li> </ul>	<ul style="list-style-type: none"> <li>Able to dribble the ball with close control.</li> <li>Use change of direction/speed to beat an opponent</li> </ul>	<ul style="list-style-type: none"> <li>Dribbling between cones.</li> <li>1v1s</li> <li>Successful dribbles with close control</li> <li>Application in small sided conditioned games</li> </ul>
3	<ul style="list-style-type: none"> <li>Turning with the ball</li> <li>Shielding the ball</li> </ul>	<ul style="list-style-type: none"> <li>Able to demonstrate different turns. Examples: Hook, drag-back, Cruyff etc</li> <li>Know how to protect the ball using your body</li> </ul>	<ul style="list-style-type: none"> <li>Execution of different turns.</li> <li>Difficulty of turns</li> <li>Ability to shield the ball</li> <li>Application in small sided conditioned games</li> </ul>
4	<ul style="list-style-type: none"> <li>Controlling the ball/1st touch</li> </ul>	<ul style="list-style-type: none"> <li>To be able to control the ball on receiving from different heights</li> <li>Using different body surfaces to control the ball.</li> </ul>	<ul style="list-style-type: none"> <li>Use of different body surfaces</li> <li>Correct choice of body surfaces</li> <li>Ability to keep close control with 1<sup>st</sup>/2<sup>nd</sup> touch</li> <li>Application in small sided conditioned games</li> </ul>
5, 6, 7	<ul style="list-style-type: none"> <li>Game play</li> <li>Matches</li> <li>Competition</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate previous skills learned in small sided conditioned games</li> </ul>	<ul style="list-style-type: none"> <li>Outcome</li> <li>Performance</li> <li>Communication</li> </ul>

Curriculum Map: Year: 7 Subject: PE

Girls' activities – Sept to Oct

Year 7 - Netball

<b><u>Lesson</u></b>	<b><i>Key Knowledge- what will students know by the end of this topic?</i></b>	<b><i>Key skills- what skills will students have developed by the end of this topic?</i></b>	<b><i>Assessment opportunities- How is progress measure?</i></b>
<b>1</b>	<ul style="list-style-type: none"> <li>Effective passing - Look at the 4 common ways of passing chest, bounce, shoulder, and overhead.</li> </ul>	<ul style="list-style-type: none"> <li>Execution of passing when stationary, driving onto the ball and on the move</li> </ul>	<ul style="list-style-type: none"> <li>Passing the ball successfully in isolation and during game play</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Catching - catching static, two handed, one handed</li> </ul>	<ul style="list-style-type: none"> <li>Receiving the ball when stationary, driving onto the ball and on the move</li> </ul>	<ul style="list-style-type: none"> <li>Catching the ball successfully in isolation and during game play</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Correct footwork - landing 1-2 and on both feet simultaneously</li> </ul>	<ul style="list-style-type: none"> <li>Landing with the correct footwork when receiving a pass</li> </ul>	<ul style="list-style-type: none"> <li>Showing the correct footwork during game play</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Basic rules - positions, offside, 3 seconds, repossession, and obstruction</li> </ul>	<ul style="list-style-type: none"> <li>Recalling the positions in netball, where they are allowed to go on the court, how long they can hold the ball for, how far away they must be from a person with the ball in their hands, knowing when they can re-collect the ball when not fully in control.</li> </ul>	<ul style="list-style-type: none"> <li>Positions on the court, basic rules.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Basic shooting technique</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate basic shooting technique unmarked and in close proximity to the post</li> </ul>	<ul style="list-style-type: none"> <li>Shot success stationary and during game play</li> </ul>
<b>6,7</b>	<ul style="list-style-type: none"> <li>Game play, matches, competition</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate previous skills learned in small sided conditioned games</li> </ul>	<ul style="list-style-type: none"> <li>Outcome/performance/ communication</li> </ul>

Curriculum Map: Year: 7 Subject: PE

Boys' activities – Sept to Oct

Year 7 - Basketball

<b><u>Lesson</u></b>	<b><i>Key Knowledge- what will students know by the end of this topic?</i></b>	<b><i>Key skills- what skills will students have developed by the end of this topic?</i></b>	<b><i>Assessment opportunities- How is progress measure?</i></b>
1	<ul style="list-style-type: none"> <li>To be able to Chest and Bounce pass accurately</li> </ul>	<ol style="list-style-type: none"> <li>Static 2 handed passing: Chest and bounce pass in pairs.</li> <li>Passing on the move- Explain TRAVELLING rule.</li> </ol>	<ul style="list-style-type: none"> <li>Passing the ball successfully in isolation and during game play</li> </ul>
2	<ul style="list-style-type: none"> <li>To be able to dribble the ball accurately and change direction and speed without losing control.</li> </ul>	<ol style="list-style-type: none"> <li>Basic technique in straight lines L &amp; R hand, in pairs.</li> <li>Movement around the court at a steady speed using both hands. Explain DOUBLE DRIBBLE rule.</li> <li>Explore changes of speed and link with 1 &amp; 2 footed stops, pivot and pass.</li> </ol>	<ul style="list-style-type: none"> <li>Dribbling the ball successfully in isolation and during game play</li> </ul>
3	<ul style="list-style-type: none"> <li>Shooting. To be able to perform a Set Shot with balance and accuracy.</li> </ul>	<ol style="list-style-type: none"> <li>B.E.E.F- Bend at knees, Elbow high at 90 degrees, extend in a straight line, Follow through/Flick.</li> <li>Practice in 2/3's at different angles around the rings.</li> <li>Practice dribble, stop, BALANCE, and shoot from different angles.</li> </ol>	<ul style="list-style-type: none"> <li>Number of shots scored in isolation and during game play</li> <li>Quality of technique</li> </ul>
4	<ul style="list-style-type: none"> <li>Shooting. To be able to Lay-Up accurately at a controlled speed.</li> </ul>	<ol style="list-style-type: none"> <li>Explain how the lay-up is not travelling when done properly and when to use the lay-up.</li> <li>Part-whole learning approach to teaching the lay-up. Break it down into smaller parts then put together.</li> <li>Practice at comfortable speed and get faster.</li> </ol>	<ul style="list-style-type: none"> <li>Number of shots scored in isolation and during game play</li> </ul>
5	<ul style="list-style-type: none"> <li>To be able to defend effectively without fouling an opponent.</li> </ul>	<ol style="list-style-type: none"> <li>Crab feet. Look up at teacher signals.</li> <li>1v1, 2v2 into 1 ring, focus on moving feet faster than hands. Attackers lose their defender by faking and dodging.</li> </ol>	<ul style="list-style-type: none"> <li>Reproducing correct technique in isolation and games</li> </ul>
6,7	<ul style="list-style-type: none"> <li>Game play, matches, competition</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate previous skills learned in small sided conditioned games</li> </ul>	<ul style="list-style-type: none"> <li>Outcome/performance/ communication</li> </ul>

Curriculum Map: Year: 7 Subject: PE

Boys' activities – Sept to Oct

Year 7 – Rugby

Lesson	<i>Key Knowledge- what will students know by the end of this topic?</i>	<i>Key skills- what skills will students have developed by the end of this topic?</i>	<i>Assessment opportunities- How is progress measure?</i>
1	<ul style="list-style-type: none"> <li>• <b>Ball Familiarisation</b></li> </ul>	Correct grip on the rugby ball. Understanding of how to throw, catch and move with the ball.	<ul style="list-style-type: none"> <li>• Application of skills. Running with the ball in two hands, passing lower than eye line. Ensure students understand why they need to do this.</li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Passing and receiving the ball</b></li> </ul>	Using correct grip, learn the pocket and pop pass. Develop understanding of how to receive and support the pass.	<ul style="list-style-type: none"> <li>• Application of skills. Pocket pass, one hand top and bottom of the ball from pocket to target. Pop pass, two hands using fingers and pop ball. All below eye line. Ensure pocket pass for longer passes than pop pass.</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Attacking and Defending Formation</b></li> </ul>	Students should know the diagonal line of when in possession and the horizontal line when defending.	<ul style="list-style-type: none"> <li>• Application of formation. Communication and self-awareness to ensure you are in correct position.</li> </ul>
4	<ul style="list-style-type: none"> <li>• <b>Introduction to Tackling/Touch Tackle</b></li> </ul>	Students develop confidence with tackling. Start with Tower of Power, cheek to cheek, ring of steel and tackling away from body. Touch tackles are 2 hand touch, from the tower of power.	<ul style="list-style-type: none"> <li>• Application of skills. Students can identify which of the 4 teaching points they can/can't do as well. Students find which side they are more confident tackling on.</li> </ul>
5,6,7	<ul style="list-style-type: none"> <li>• <b>Matchplay, Competition and Rules</b></li> </ul>	Combine application of previous skills learnt and produce in competitive environment. Demonstrate knowledge of rules to ensure the game is played safely.	<ul style="list-style-type: none"> <li>• Assess by outcome, performance, communication, and adherence to rules.</li> </ul>