

Year 7	AUTUMN			
Curriculum Activity	Football	Rugby	Netball	Table Tennis
<p>Declarative <i>What should they know?</i></p> <p><i>What key facts/concepts/knowledge do we want all students to know?</i></p>	<ul style="list-style-type: none"> • Physical Skills: They should understand the technical teaching points of certain skills in rugby, football, netball and table tennis techniques • Rules: They should understand fair play, respect and the rules and method of re-starts and scoring in rugby, football, netball and table tennis • Safety: They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using rugby, football, netball and table tennis equipment • Fitness needs: They should be aware of the fitness needs and requirements for rugby, football, netball and table tennis • Thinking Skills: They should be able apply basic thinking skills in rugby, football, netball and table tennis such as spatial awareness and own strength 			
<p>Procedural <i>What should they be able to do?</i></p> <p><i>What things should all students be able to do?</i></p>	<ul style="list-style-type: none"> • Pass with control • Dribble with control • Control a ball • Shoot with accuracy • Head the ball with control • Adhere to and enforce the rules • Have awareness of space • Outwit an opponent individually &/or within a team • Communicate & collaborate within a team or partner 	<ul style="list-style-type: none"> • Adopt the correct grip • Perform a pocket and pop pass whilst on the move • Run with ball/Evade opponents • Tackling from the side/ and form a defensive line • Presenting the ball following a tackle • Adhere to and enforce the rules • Have awareness of space • Outwit an opponent individually &/or within a team • Communicate & collaborate within a team or partner 	<ul style="list-style-type: none"> • Pass with control • Footwork with balance • Pivot • Shoot with accuracy • Evade marker to receive • Adhere to and enforce the rules • Awareness space • Outwit an opponent individually/ within a team • Communicate & collaborate within a team 	<ul style="list-style-type: none"> • Set up/ take down nets safely • Score a game/ umpire • Grip & ready position • Serve (short and long) • Forehand push • Backhand push • Forehand chop • Smash (attempted) • Adhere to and enforce the rules • Awareness opponents' position • Outwit an opponent
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<ul style="list-style-type: none"> • Gastrocnemius • Quadriceps • Hamstring 	<ul style="list-style-type: none"> • Evasion/ evading • Agility • Accelerate 	<ul style="list-style-type: none"> • Footwork • Penalty pass • Contact 	<ul style="list-style-type: none"> • Outwitting • Forehand • Backhand
<p>Assessment</p>	<ul style="list-style-type: none"> • Assessed in the five techniques and their ability to apply these techniques into a competitive game/situation • Assessed in knowledge of rules and how this impact their performance in a competitive game/situation 			
<p>Diversity</p>	<ul style="list-style-type: none"> • Students explore the importance of fair play and respect within sport regardless of background, gender, ethnicity or religion. 			



Curriculum Knowledge Map

Year 7	SPRING			
Activity	Basketball	Trampoline	Badminton	Fitness
<p>Declarative <i>What should they know?</i></p> <p><i>What key facts/concepts/knowledge do we want all students to know?</i></p>	<ul style="list-style-type: none"> • Physical Skills: They should understand the technical teaching points of certain skills in basketball, trampoline, badminton and fitness training. • Rules: They should understand fair play, respect and the rules and method of re-starts and scoring in basketball, trampoline, badminton and fitness training. • Safety: They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using basketball, trampoline, badminton and fitness training equipment. • Fitness needs: They should be aware of the fitness needs and requirements for basketball, trampoline, badminton and fitness training. • Thinking Skills: They should be able apply basic thinking skills in basketball, trampoline, badminton and fitness training, such as spatial awareness, and own strengths and training intensity. 			
<p>Procedural <i>What should they be able to do?</i></p> <p><i>What things should all students be able to do?</i></p>	<ul style="list-style-type: none"> • Pass with control • Dribble with control • Manipulate a basketball • Shoot with accuracy • Perform stages of a lay-up • Adhere to & enforce the rules • Creating an angle to receive a pass • Have awareness of space • Outwit an opponent individually or within a team • Communicate & collaborate within a team or partner 	<ul style="list-style-type: none"> • Safe entry, exit and warm-up • Adhere to safety rules • Stop & re-set to centre cross • Controlled jumps/ minimal travel • Half twist/ full twist technique • Shapes (pike/ straddle/ tuck/) • Perform a seat drop • Perform SD half twist/ swivel hips • Front drop/Seat>Front with mat • Back drop/back ½ twist to back with mat • Progressions of a front somersault with mat 	<ul style="list-style-type: none"> • Set up/ take down nets safely • Score a game/umpire/court marking • Adopt the correct grip • Serve (low & high) within the rules • Perform an overhead clear • Perform a net clear/ net drop shot • Attempt to perform a Smash • Adhere to and enforce the rules • Have awareness of space • Outwit an opponent individually &/or within a team • Communicate & collaborate within a team or partner 	<p>Safely carry out:</p> <ul style="list-style-type: none"> • Continuous training • Fartlek training • Circuit training • Interval Training • Plan a circuit training session • Set up and put away equipment
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<ul style="list-style-type: none"> • Interval Training • Double Dribble • Half-court violation 	<ul style="list-style-type: none"> • Spotting • Pike • Straddle • Aesthetic appreciation 	<ul style="list-style-type: none"> • Clear • Dropshot • Serve • Stance/ ready position 	<ul style="list-style-type: none"> • Fartlek Training • Continuous Training • Cardiovascular Fitness • Muscular Endurance
<p>Assessment</p>	<ul style="list-style-type: none"> • Assessed in the five techniques and their ability to apply these techniques into a competitive game/situation • Assessed in knowledge of rules and how this impact their performance in a competitive game/situation 			<ul style="list-style-type: none"> • No formal assessment
<p>Diversity</p>	<ul style="list-style-type: none"> • Students explore socio-cultural barriers to participation in physical activity, such as disability, ethnicity, socio-economics and gender. 			



Curriculum Knowledge Map

Year 7	SUMMER			
Activity	Cricket	Rounders	Athletics (Track events- Sprints, Hurdles, Relay, 200m, 800m)	Athletics (Field events- High Jump, Long Jump, Shot Putt, Javelin)
<p>Declarative <i>What should they know?</i></p> <p><i>What key facts/concepts/knowledge do we want all students to know?</i></p>	<ul style="list-style-type: none"> • Physical Skills: They should understand the technical teaching points of certain skills in cricket, rounders, athletics track & field. • Rules: They should understand fair play, respect and the rules and method of re-starts and scoring in cricket, rounders, athletics track & field. • Safety: They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using cricket, rounders, athletics track & field equipment. • Fitness needs: They should be aware of the fitness needs and requirements for cricket, rounders, athletics track & field. • Thinking Skills: They should be able apply basic thinking skills cricket, rounders, athletics track & field, such as spatial awareness, and own strengths. 			
<p>Procedural <i>What should they be able to do?</i></p> <p><i>What things should all students be able to do?</i></p>	<ul style="list-style-type: none"> • Able to throw over & underarm • Able to catch close balls at chest and waist height • Bowling: Cricket (one step overarm/ grip), Rounder (underarm) • Batting: Cricket (straight swing & grip), Rounders (Forehand) • Long barrier technique • Adhere to & enforce the rules • Able to field & run with a bat • Outwit an opponent individually/ within a team • Communicate & collaborate within a team 		<ul style="list-style-type: none"> • Able to perform a relay change over with a side starting stance • Adopt a sprint start and technique • Perform a basic hurdle technique • Able to identify and keep lap pacing • Adopt lane and bend running • Adhere to and enforce the rules 	<ul style="list-style-type: none"> • Perform high jump approach, take-off and landing • Perform long jump approach, take-off and landing • Perform the shot putt grip, stance and throw • Perform the javelin grip, stance and throw
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<ul style="list-style-type: none"> • Long-barrier • Boundary • LBW (Leg before wicket) 	<ul style="list-style-type: none"> • Backstop • Base • No-ball 	<ul style="list-style-type: none"> • Baton • Alternate • Lead & trailing leg 	<ul style="list-style-type: none"> • False start • Disqualified • Fosbury Flop
<p>Assessment</p>	<ul style="list-style-type: none"> • Assessed in the five techniques and their ability to apply these techniques into a competitive game/situation. Knowledge of rules 		<ul style="list-style-type: none"> • Assessed in the technique in four/five events and their ability to apply these techniques into a competitive game/situation. Knowledge of rules 	
<p>Diversity</p>	<ul style="list-style-type: none"> • Students are introduced to the Olympic values (Excellence, Respect and Friendship) 			



Curriculum Knowledge Map

