



CHORLTON HIGH SCHOOL: CURRICULUM

CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 7

SUBJECT	PE
INTENT	<p>Physical education supports the curriculum's vision for our young people of enabling students to become confident, connected, actively involved, lifelong learners. Physical education helps students to develop the skills, knowledge, and competencies to live healthy and physically active lives at school and for the rest of their life. Chorlton High School aims to begin, support and continue a pathway into sport and exercise through an enthusing, inspiring curriculum, extra-curricular programme and school-community club links.</p> <p>At CHS whether your passion is in invasion games, net & wall games, strike & field games, track & field athletics, gymnastics based, or swimming, you can learn transferable physical cognitive and social skills. You will be able to apply these skills into a plethora of conditioned and competitive situations. This development can help lead to improved physical, mental and social health whilst exposing you to a future hobby or career.</p> <p>We encourage our students to approach all physical activity with a positive attitude and an open mind. You will be guided to independently develop their skillset and explore different ways to pally these skills. You will develop skills such as teamwork, cooperation, communication, creativity and leadership. Additionally, you will learn to cope with physical and mental challenge thorough physical education.</p> <p><i>"Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic creative intellectual activity."</i></p> <p><i>J F Kennedy</i></p>

Year Group	YEAR 7					
Rationale/ Narrative	<p>Students will acquire and/or develop skills in isolation, conditioned practices and competitive situations in a range of physical activities. As leaders and independent learner they will understand fitness, training methods, fair play/ team work, warm-up activities and how to re-shape tasks to suit their ability level. They will also acquire and develop new knowledge of the basic rules and methods of scoring in a variety of physical activities. It is aimed to introduce and inspire students to experience a range of sports and hopefully take up one or more physical activities as an enrichment or local community activity.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Cosmic and Introduction to completing a fitness plan. A range of exercise techniques and understanding of a range of different training methods and fitness exercises</p> <p>AUTUMN 1 Fitness Plan Warm-up/ cool down Setting personal fitness targets Fitness testing and analysis Continuous training Circuit training Fartlek Training Training diary Fitness plan evaluation</p>		<p>Rugby Warm-up and stretching. Grip and Passing Evasion/ running with the ball. Tackling Presentation of the ball after tackle. Outwitting and opponent through small sided games and conditional situations.</p> <p>Basketball Passing Handling and dribbling. Shooting Shield the ball</p>		<p>Athletics Running technique Sprint starts Pacing High and Long Jumping technique Shot Putt throwing technique. Hurdling technique</p> <p>Striking and fielding - Cricket and Rounders Introduction to the safety and equipment. They will investigate: Rules and tactics. Effective batting.</p>	



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	<p>AUTUMN 2</p> <p><u>Trampoline (In-line with social distancing guidelines)</u> Safety, warm-up and stretching. Bouncing with control and stopping. Basic shapes (tuck, pike, straddle, star). Seat drop invading and twist progressions. Half and full twist turns. Front drop landing.</p> <p><u>Table Tennis (In-line with social distancing guidelines)</u> Correct forehand (FH) and Backhand (BH) grip and service rules. Short and long FH serve. FH and BH push shots Forehand drive. Forehand chop.</p> <p><u>Football (In-line with social distancing guidelines)</u> Warm-up and stretching Passing Ball control Dribbling Shooting Heading</p> <p><u>Netball (COVID compliant permitting)</u> Warm-up and stretching Grip and Passing Footwork Spatial Awareness Shooting Marking</p>	<p>Defensive stance and marking. Understand basic rules of travelling, double dribble, fouling and court markings.</p> <p><u>Badminton</u> Low & High serve Forehand drive FH & BH Net clear Net drop shot Overhead clear/ Overhead drop shot Smash</p> <p><u>Components of Fitness & The Body Systems</u> Skill-related fitness (Agility, Balance, Coordination, Power, Reaction time and Speed) Health related fitness (Cardiovascular fitness, Muscular endurance, flexibility, strength, body composition) Muscular system Skeletal system</p> <p><u>Aerobics</u> Technique Timing Sequences Routine choreography</p>	<p>Bowling Fielding (Long barrier, retrieval). Base/ wicket throwing and catching. Base/ wicket running.</p>
<p>SKILLS</p>	<p>Participants will: Create personal fitness targets Analysing fitness test data Evaluate the effectiveness of a fitness plan Monitor/ track progress in fitness levels Record a training diary Perform a range of exercise techniques Carry out fitness tests Performer will demonstrate skills with control in isolation, conditioned and competitive practice situations. Officiating skills will have the knowledge of the basic rules and methods of scoring. Leadership skills on fair play/ team work and warm-up activities. Social skills. Communication skills.</p>	<p>Performer - Students link skills, techniques and apply them accurately and appropriately. When performing they show precision, control and fluency. They understand tactics and compare and comment on skills used in their own and others' work to improve performance. They describe how exercise affects their bodies. Apply skills into conditioned competitive situations using 5v1, 4v1 and 3v1. Official – identify specific rules to the activity. Leader - take a section of a 3 part warm up. Social skills Communication skills.</p>	<p>Performer- acquire and develop basic skills in specific athletic events. Official – starting a race, measure a distance, record race times. Leader- provide positive feedback to improve their partner's technique. Social skills Communication skills</p>



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<p>ASSESSMENTS</p>	<p>Practical Performance Assessment Activity 1 or 2 (depending on rotation order)</p> <p>Boys: <u>Activity 1: Fitness-</u> developing knowledge and understanding of continuous, circuit, interval and fartlek training methods. Developing knowledge of fitness plans, fitness SMART targets and fitness testing.</p> <p>Girls: <u>Activity 1: Fitness-</u> developing knowledge and understanding of continuous, circuit, interval and fartlek training methods. Developing knowledge of fitness plans, fitness SMART targets and fitness testing.</p>	<p>Practical Assessment Activity 3 or 4 (depending on rotation order)</p> <p>Boys: <u>Activity 2: Table Tennis -</u> developing grip and control, serve and rules, forehand drive, backhand driving.</p> <p><u>Activity 3: Football -</u> developing dribbling, passing, shooting, ball control</p> <p>Girls: <u>Activity 2: Trampoline-</u> safety, control, stopping, shapes, seat drop landing, twists, front drop landing, 5-10 bounce sequence. <u>Activity 3: Netball-</u> developing spatial awareness, passing, shooting, defending.</p> <p>Autumn Progress Test on the benefits of participating in physical activity and what is a healthy balanced diet and what does it consist of.</p>	<p>Practical Assessment Activity 5 or 6 (depending on rotation order)</p> <p>Boys: <u>Activity 4: Rugby (Handball if not COVID compliant) -</u> developing grip, evading, passing and tackling.</p> <p><u>Activity 5: Basketball-</u> developing dribbling, passing, shooting, lay-ups.</p> <p>Girls: <u>Activity 5: Badminton-</u> developing grip and control, high and low serve, overhead clear, drop shot, smash <u>Activity 6: Football-</u> developing dribbling, passing, shooting, ball control.</p>	<p>Practical Assessment Activity 7</p> <p>Boys: <u>Activity 6: Components of Health & Body Systems</u> <u>Health-</u> health-related fitness types, skill-related fitness types, muscular system and skeletal system.</p> <p><u>Activity 7: Badminton-</u> developing grip and control, high and low serve, overhead clear, drop shot, smash</p> <p>Girls: <u>Activity 6: Components of Health & Body Systems</u> <u>Health-</u> health-related fitness types, skill-related fitness types, muscular system and skeletal system.</p> <p><u>Activity 7: Aerobics-</u> developing knowledge, technique, timing, developing routines.</p> <p>Written Progress Test on influences which affect participation in physical activity and different body types.</p>	<p>Practical Assessment Activity 8 or 9</p> <p>Boys: <u>Activity 8: Cricket-</u> developing knowledge of rules, throwing and catching techniques, bowling, batting, long barrier, retrieving a ball. <u>Activity 9: Athletics (Track Events)-</u> 800m pacing, relay change over, hurdling, sprint start and running technique.</p> <p>Girls: <u>Activity 8: Athletics (Field Events)-</u> developing Fosbury flop high jump, long jump run-up, take-off and landing, Shot Putt throw. <u>Activity 9: Rounders-</u> developing knowledge of rules, throwing and catching techniques, bowling, batting, long barrier, retrieving a ball</p> <p><u>Additional Assessment</u> Autumn 1 Online Home Learning Task 3 Topic Test on influences which affect participation in physical activity.</p>	<p>Practical Assessment Activity 10</p> <p>Boys: Activity 10: Athletics (Field Events)- developing Fosbury flop high jump, long jump run-up, take-off and landing, Shot Putt throw.</p> <p>Girls <u>Activity 10: Athletics (Track Events)-</u> 800m pacing, relay change over, hurdling, sprint start and running technique.</p> <p>Summer Progress Test Assessment on <u>GCSE Theory-</u> developing knowledge and understanding of components of health and skill-related fitness, training methods, healthy active lifestyles and influences on participation.</p>
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