

# Curriculum Knowledge Map



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



# Curriculum Knowledge Map



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



# Curriculum Knowledge Map



Year 7	SUMMER			
Curriculum Activity	Cricket	Rounders	Athletics (Track events- Sprints, Hurdles, Relay, 200m, 800m)	Athletics (Field events- High Jump, Long Jump, Shot Putt, Javelin)
<b>Declarative</b> <i>What should they know?</i>  <i>What key facts/concepts/knowledge do we want all students to know?</i>	<ul style="list-style-type: none"> <li><u>Physical Skills:</u> They should understand the technical teaching points of certain skills in cricket, rounders, athletics track and field.</li> <li><u>Rules:</u> They should understand the rules and method of re-starts and scoring in cricket, rounders, athletics track and field.</li> <li><u>Safety:</u> They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using cricket, rounders, athletics track and field equipment.</li> <li><u>Fitness needs:</u> They should be aware of the fitness needs and requirements for cricket, rounders, athletics track and field.</li> <li><u>Thinking Skills:</u> They should be able apply basic thinking skills cricket, rounders, athletics track and field, such as spatial awareness, and own strengths.</li> </ul>			
<b>Procedural</b> <i>What should they be able to do?</i>  <i>What things should all students be able to do?</i>	<ul style="list-style-type: none"> <li>Able to throw over and underarm.</li> <li>Able to catch close balls at chest and waist height.</li> <li>Bowling: Cricket (one step overarm/ grip), Rounder (underarm)</li> <li>Batting: Cricket (straight swing and grip), Rounders (Forehand)</li> <li>Long barrier technique</li> <li>Adhere to and enforce the rules.</li> <li>Able to field and run with a bat.</li> <li>Outwit an opponent individually/ within a team.</li> <li>Communicate and collaborate within a team.</li> </ul>	<ul style="list-style-type: none"> <li>Backstop</li> <li>Base</li> <li>No-ball</li> </ul>	<ul style="list-style-type: none"> <li>Able to perform a relay change over with a side starting stance</li> <li>Adopt a sprint start and technique</li> <li>Perform a basic hurdle technique</li> <li>Able to identify and keep lap pacing</li> <li>Adopt lane and bend running</li> <li>Adhere to and enforce the rules</li> </ul>	<ul style="list-style-type: none"> <li>Perform high jump approach, take-off and landing</li> <li>Perform long jump approach, take-off and landing</li> <li>Perform the shot putt grip, stance and throw</li> <li>Perform the javelin grip, stance and throw</li> </ul>
<b>Disciplinary Literacy</b> <i>(Tier 3 Vocab)</i>	<ul style="list-style-type: none"> <li>Long-barrier</li> <li>Boundary</li> <li>LBW (Leg before wicket)</li> </ul>	<ul style="list-style-type: none"> <li>Backstop</li> <li>Base</li> <li>No-ball</li> </ul>	<ul style="list-style-type: none"> <li>Baton</li> <li>Alternate</li> <li>Lead and trailing leg</li> </ul>	<ul style="list-style-type: none"> <li>False start</li> <li>Disqualified</li> <li>Fosbury Flop</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Assessed in the five techniques and their ability to apply these techniques into a competitive game/situation.</li> <li>Knowledge of rules</li> </ul>		<ul style="list-style-type: none"> <li>Assessed in the technique in four/five events and their ability to apply these techniques into a competitive game/situation.</li> <li>Knowledge of rules</li> </ul>	
<b>Diversity</b>	Reference and highlighting different World Cups (Cricket-ODI and T20)/ World Championships (Athletics/ Olympics), with teams and players from around the world. Directed to PE Read/ Watch/ Visit list to see high profile global sporting events. R Resources shared have diversity represented.			

