



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

PE

INTENT

"You miss 100 percent of the shots you don't take." - **Wayne Gretzky**

The curriculum area of Physical Education aims to give all students the desire and ability to be lifelong participants in physical activity. Health is put at the heart of our school, and this will hopefully help students lead a lifelong love of physical activity. Innovative and exciting lessons will create informed and enthused students who will possess the motor skills, physical fitness and understanding of concepts that foster healthy lifestyles. Whether your passion is in invasion games, net & wall games, strike & field games, track & field, gymnastics, new fitness plans, or swimming, you will have the opportunity to develop these skills to the next level and competition will be provided regionally and nationally where appropriate. This development will improve student's leadership and autonomy, as well as their physical, mental and social health; whilst exposing them to a future hobby or career.

The curriculum is designed to promote clear differences in Physical Education, School Sport and Physical Activity.



YEAR GROUP

YEAR 7

RATIONAL / NARRATIVE

Students will acquire and/or develop skills in isolation, conditioned practices and competitive situations in a range of physical activities. As leaders and independent learners, they will understand fitness, training methods, fair play/teamwork, 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. All activities are delivered by developing skills in isolation, then developed under pressure and then applied to a game real/performance. Each scheme is fluid based on student ability, they may follow Year 8 or 9 or KS2 curriculum. In the case of poor weather alternative activities may have to be delivered from the curriculum.

TERM KNOWLEDGE

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

Netball

- Ball handling
- Positioning
- A variety of passes-chest, shoulder, bounce
- Footwork static and dynamic
- 1 on 1 skills-dodge – change of speed, change of direction,
- Restarts: centre pass/out of court
- Rules: footwork, 3 seconds, offside

Football

- Control (prepare to pass/shoot or dribble)
- A variety of passes, short/long
- Dribbling
- Shooting
- Rules, number of players/safety
- Restarts: centre kick/out of play

Basketball

- Passing and receiving
- A variety of passes – bounce, chest, javelin
- Shooting progressing onto lay ups
- Set shot
- Dribbling with both hands
- Footwork
- Restarts: Tip Off/out of play

Hockey

- Passing/possession: Drive and push passes
- Receiving the ball (from right, left, behind)

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- Receiving the ball (from right, left, behind)
- Running with the ball (dribbling, feints, close control)
- Shooting at goal
- Basic rules, stick side/feet

Handball

- 'Ready position' show target when ready
- Exploit/create space
- Ball familiarisation
- A variety of passes-chest, shoulder, bounce, dummy
- Footwork static and dynamic
- Dribble
- Dribble pass
- Pass on the move
- **1 on 1 skills**-dodge, feint, disguise

Health Related Fitness

- Introduced to a range of different fitness activities that can be used to help improve fitness – circuit, interval, continuous, plyometric, aerobics, box exercise, Pilates
- Focus on correct technique and movement standard.
- Be able to vary an activity to make it easier or harder

Athletics –

Jump: Four Phases – Run Up, Take off, Flight, Landing.

Middle Distance: Pacing, Endurance, Tactics. Power/ Economic Running action.

Sprint: Starting technique, SAQ work, Knee Lift, Body Position, Arm Action.

Throw: Standing Throw, Side on, transfer of body weight, throwing action, Arm Speed, Trajectory of flight. Delivered through howler throw, javelin, shot and discus

Generic Elements – Power Position, Jumping and Throwing

Striking and fielding -

- Introduction to the safety and equipment of the games.
- They will investigate effective batting, bowling and fielding in cricket and rounders.
- Focusing initially on basic technique and being able to hit the ball or throw to the target.



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Badminton

- Develop basic hand/eye coordination with/without a racket/shuttle
- Grip and stance
- Power position e.g. side on weight transfer
- Basic serve -short and long Service
- Clear shot – overarm
- Net shots
- Footwork /stance/ready position

Table Tennis

- Introduce rules and regulations
- Grip and Serving
- Forehand stroke play
- Backhand stroke play
- Outwitting opponents through shot variation

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- Be able to measure and record resting and working heart rate

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Trampolining

- Basic Jumps –Tuck, Straddle, Pike,
- Basic landings- Seat, Front, Back
- Basic Twists - Half Twist, Full Twist
- Half in and out of basic landing e.g. seat landing half twist to feet
- 6 bounce routine

Gymnastics

- How to warm-up safely for gymnastics
- Rolls: forward crouch and straddle; circle straddle roll; dive forward.
- Rolls: backward into crouch and straddle.
- Balances: shoulder; knee and elbow (crouch balance); headstand; handstand.
- Cartwheel; round off.
- Jumps; tuck, straddle, pike, half twist, full twist
- Methods of travelling, change of speed/direction
- Short sequences

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ASSESSMENT		<ul style="list-style-type: none"> • Set shot • Dribbling with both hands • Footwork • Restarts: Tip Off/out of play 	
	Students will be assessed in at least 3 activities across the term. For each activity their skills will be assessed in isolation, under pressure and then a game real situation/performance. Feedback workshops will follow.	Students will be assessed in at least 3 activities across the term. For each activity their skills will be assessed in isolation, under pressure and then a game real situation/performance. Feedback workshops will follow.	Students will be assessed in at least 3 activities across the term. For each activity their skills will be assessed in isolation, under pressure and then a game real situation/performance. Feedback workshops will follow.
HOME LEARNING	Autumn Home learning quiz set once every half term on TEAMS based around the PE key words for the half term and a sporting role model	Spring Home learning quiz set once every half term on TEAMS based around the PE key words for the half term and a sporting role model	Summer Home learning quiz set once every half term on TEAMS based around the PE key words for the half term and a sporting role model
READING, WRITING, TALK, NUMERACY	READING SUGGESTIONS FROM THE LIBRARY 1. Michael Jordan: Volume 72 - Little People, BIG DREAMS 2. Muhammad Ali: Volume 22 - Little People, BIG 3. Megan Rapinoe: Volume 55 - Little People, BIG DREAMS 4. Wilma Rudolph: Volume 27 - Little People, BIG DREAMS 5. Evonne Goolagong: Volume 36 - Little People, BIG DREAMS 6. Jesse Owens: Volume 42 - Little People, BIG DREAMS TALK Communication skills, peer assessment, leading warmups, commentary and umpiring/ refereeing through sports		
	Apply Compare	Define Role Explain	Identify Support Argue
TIER 2 VOCABULARY	Power Speed Agility	Cardiovascular fitness Flexibility Muscular endurance	Muscular strength Balance Reaction Time
TIER 3 VOCABULARY	Democracy <ul style="list-style-type: none"> • Encouragement of students self-managing and team leaders in selecting teams, strategies and tactics. • Encouraging students to take on roles as leaders and officials. • Students supporting each other in participation for all ethos. The Rule of Law <ul style="list-style-type: none"> • Encouraging students to always follow rules and laws of games. • Use of external facilities and respect towards the public, community coaches and professionals. • Students taking responsibility for enforcing rules of the games as leaders. • Abiding by fair play conduct and sanctions given in games e.g. red cards. • Enforcing fair and equal rules. Mutual Respect <ul style="list-style-type: none"> • Ensuring fair teams to meet a balance of competition, respect and self-esteem. • Lead learners take on responsibilities to support less able students in leadership roles. • Challenging racism, disability and lessons being inclusive. • Sexism challenged in broad curriculum and access to sports for both girls and boys. 		
PSPSMC, BRITISH VALUES AND DIVERSITY			



Individual Liberty

- Students work towards set objectives to improve self-knowledge.
- Effects of exercise are taught through curriculum and benefits to health and self-esteem.
- Students develop self-confidence through individual objectives that allow success for all.
- Kit policy clearly enforced across department and pursued by all students. Linked with potential safety implications.
- Students' safety key in PE and expectations shared with students to help them understand potential safety precautions in lessons e.g. trampolining spotting support for others.

Tolerance

- Sharing awareness of students when they may be fasting through religious periods.
- Catering for student's alternative kits and encouraging other students' tolerance of other religions e.g. head scarves, clothing that covers the body.
- Challenging racism, disability and lessons being inclusive.

Diversity:

- Students will explore a range of sporting role models from a variety of different backgrounds through home learning and class discussions.