

Year 7 PE Curriculum Sequence

**Subject Intent:** Our PE curriculum enables all students to experience a multitude of sports and activities, so when they leave the academy they are confident in participating in physical activity with an understanding of how to maintain a healthy active lifestyle. We provide opportunities for students to develop skills and characteristics, in particular leadership and teamwork, that are transferable across whole school and in life.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Big idea/Theme</b>  <b>Girls</b>	Netball & Gymnastics	Rugby & Hockey	Football & Dance	OAA & Fitness	Athletics, Cricket & Rounders	Rounders & Cricket
<b>Big Idea/Theme</b>  <b>Boys</b>	Rugby & Hockey	Basketball & Handball	Football & Badminton	Fitness & Gymnastics	Cricket, Rounders & Athletics	Cricket & Athletics
<b>Big idea/Theme</b>  <b>Elite Mixed</b>	Netball & Badminton	Hockey & Rugby	Football & Fitness	Handball & Cricket	Basketball & Rounders	Athletics

Knowledge that needs to stick

**Netball:** Footwork (1, 2 stuck like glue), positioning (Only G's allowed in the D's) 3 types of passes.  
**Gymnastics:** Basic shapes. Core stability, aesthetically pleasing.  
**Rugby:** Backward passing across the body. Place the ball down to score a Tri.  
**Hockey:** Flat side of the stick, cannot use the feet, 1v1 tackling, stick below the hip.  
**Badminton:** Diagonal underarm/backhand serve. Court positioning (singles/doubles)  
**Basketball:** Double dribble. One handed dribble.  
**Dodgeball:** No head shots, catching the ball=opponent out.  
**Football:** Instep of foot when passing, eyes up to move into space. Body position when shooting.  
**Dance:** Unison & Canon. What a motif is. Musicality- counts of 8  
**Badminton:** Diagonal underarm/backhand serve. Court positioning (singles/doubles)  
**Fitness:** Heart Rate, how to warm up and cool down (why?) The effects of exercise on the body.  
**OAA:** Basic communication skills. Importance of making a plan.  
**Handball:** 3 steps, dribbling with one hand, rules surrounding the D.  
**Cricket:** Overarm bowl, batting grip. Basic rules surrounding scoring.  
**Athletics:** Importance of pacing during middle-long distance. Health and safety.

	<b>Striking &amp; Fielding:</b> Overarm throw= far out, underarm throw= close. Catch the ball before it touches the floor, once it has been hit = player out.
Demonstration of Knowledge (Assessment)	<b>Skill Perseverance Organisation Rules Teamwork</b> Ongoing assessment completed for all sports, SKILL grade is finalised at the end of each block of work. PORT can be amended where necessary, but must be updated at the end of each half term.
Links to key stage 2/ prior knowledge needed	<p style="text-align: center;"><b><u>Badminton</u></b></p> <p><b>Ks2:</b> <i>Basic coordination (throwing and catching)</i>  <b>Stage 1:</b> <i>Diagonal serving, area of the court. Basic scoring.</i>  <b>Stage 2:</b> <i>Coordination of the underarm serve. Technique of the overhead and the development of power.</i>  <b>Stage 3:</b> <i>Rules surrounding the net and drop shot. Movement around the court.</i>  <b>Stage 4:</b> <i>Shuttle placement and basic tactics using previous shots.</i></p> <p style="text-align: center;"><b><u>Rugby</u></b></p> <p><b>Stage 1:</b> <i>Development of gross motor skills, understanding of attack and defence in team sports, previous experience with tag rugby.</i>  <b>Stage 2:</b> <i>Attacking and defensive lines. Passing the ball with the correct technique. 3-man drive.</i>  <b>Stage 3:</b> <i>Attacking moves such as a loop, 4-man drive, holding a defensive line.</i>  <b>Stage 4:</b> <i>Tackling technique, offside rules, the different roles at a ruck.</i></p> <p style="text-align: center;"><b><u>Football</u></b></p> <p><b>Ks2:</b> Developed basic football skills  <b>Stage 1:</b> Basic principles of attack and defence. Play a variety of conditioned football games  <b>Stage 2:</b> Work independently in small groups. Work in small teams to plan how to play  <b>Stage 3:</b> Take different roles in some games, including attacker and defender. Some knowledge of tactics and team organization in football  <b>Stage 4:</b> Experience setting up and organising football practices in groups. Use and apply football rules correctly. Apply and adapt the principles of attack and defence in small sided games.</p> <p style="text-align: center;"><b><u>Gymnastics</u></b></p> <p><b>Ks2:</b> Body control, Body awareness, Health and safety of moving equipment.  <b>Stage 1:</b> Basic balances and shapes. Incorporating equipment into routines. Different forms of locomotion  <b>Stage 2:</b> Group balances (base support and top). Applying unison and canon into locomotion.  <b>Stage 3:</b> Rotation (forward and backward). Support for rotation. Cartwheels/ Round-offs.  <b>Stage 4:</b> Headstands, Handstands. Support for advanced balances. Linking these skills with Stage 3 skills</p> <p style="text-align: center;"><b><u>Cricket</u></b></p> <p><b>Ks2:</b> be able to use hand eye coordination to hit a ball and to be able to catch  <b>Stage 1:</b> Know how to use a long barrier, hold a bat and bowl underarm towards a target area  <b>Stage 2:</b> Be able to catch with 2 hands and use fielding techniques to stop the ball. one hand with minimal success. Hit a moving ball with an underarm feed and be able to bowl overarm between cones. Will know where the wicket keeper stands.</p>

	<p><b>Stage 3:</b> Be able to use 1 and 2 handed pickups and throw towards a target area. Be able to bowl overarm with a run up and hit the ball by choosing a shot to play depending on where it is bowled. Will know some fielding positions  <b>Stage 4:</b> Be able to field with quick pick up and throw towards a target area. Be able to bowl spin, slower balls and to be able to bat using a number of different scoring shots as well as defensive ones. Will know all the fielding positions.</p> <p style="text-align: center;"><b><u>Handball</u></b></p> <p><b>Ks2:</b> Developed basic handball skills  <b>Stage 1:</b> Basic principles of attack and defence. Play a variety of conditioned handball games.  <b>Stage 2:</b> Work independently in small groups. Work in small teams to plan how to play.  <b>Stage 3:</b> Take different roles in some games, including attacker and defender. Some knowledge of tactics and team organization in handball.  <b>Stage 4:</b> Tactical awareness (feinting and decoy moves) Creating goal scoring opportunities.</p> <p style="text-align: center;"><b><u>OAA</u></b></p> <p><b>Ks2:</b> Communication skills. Team work skills.  <b>Stage 1:</b> Communication skills. How to successfully work in a team.  <b>Stage 2:</b> Verbal and non-verbal communication skills (body language, facial expressions). Problem solving.  <b>Stage 3:</b> Basic map reading skills. Problem solving.  <b>Stage 4:</b> How to read co-ordinates on a map.</p> <p style="text-align: center;"><b><u>Hockey</u></b></p> <p><b>KS2: Basic skills investigated through “quick sticks”.</b>  <b>Stage 1:</b> Push pass, stopping the ball. Basic dribbling.  <b>Stage 2:</b> stopping the ball whilst on the move. Dribbling around objects  <b>Stage 3:</b> Shooting techniques and rules, Indian dribble.  <b>Stage 4:</b> Short corners, free hits, formations.</p>					
Skill set development	Creativity Teamwork Leadership	Teamwork Leadership	Creativity Team work Leadership Staying positive Aiming high	Creativity Problem solving Speaking Listening	Teamwork Leadership	Teamwork Leadership