

Year 7 Physical Education

In KS2 students should have been taught to use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, develop flexibility, strength, technique, control and balance, perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a team. In year seven the intention is to observe, consolidate and further develop skills with an emphasis on sports specific movement patterns. By doing so students should become more confident with a broader range of skills, using more advanced movements and be able to begin to effectively analyse their own performances and that of others. In year seven students should be regularly questioned about previous learning at the start, during and end of the lesson to demonstrate good levels of retrieval. In addition to sports specific questioning, the PE department will also begin to link some theory to practice and thereby embed some of the knowledge required for GCSE PE. These topics will be: **Injury Prevention, Reasons for warming up, What makes a good warm up? Major muscles.** Throughout the sequence of lessons students should be encouraged to recall prior knowledge through the use of **BRAIN IN GEAR** which should facilitate the transfer of knowledge for short term memory to long term memory. **BRAIN IN GEAR** questions should relate to topics covered throughout the unit and could also link to other areas such as health and fitness, anatomy and kinesiology. Each lesson should incorporate **KEY LEARNING QUESTION(S)**. Alternatively there could be a key learning question that encompasses a series of lessons.

Activity	Year 7	Assessment	Independent work	CEIAG	
Football NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.	Teach pupils the basic principles of attack e.g. keeping possession, making space. Teach pupils the basics of defence e.g. marking correctly denying space.	Basic rules and regulations e.g. restarts, scoring, foul play. Skills: Passing, Shooting, Tackling, Dribbling, Heading.	Small sided games. Understanding and application of skills, tactics and rules. Application of skills and decision making.	Google work sheets: Rules and regulations. Warm up/down Major muscles. Injury prevention.	Teamwork Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory
Hockey NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.	Teach pupils the basic principles of attack e.g. keeping possession, making space. Teach pupils the basics of defence e.g. marking correctly denying space	Basic rules and regulations e.g. restarts, scoring, foul play. Skills: Passing, Tackling, Dribbling, Shooting	Small sided games. Understanding and application of skills, tactics and rules. Application of skills and decision making.	Google work sheets: Rules and regulations. Warm up/down Major muscles. Injury prevention.	Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory

<p>Netball NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Teach pupils the basic principles of attack e.g. keeping possession, making space. Teach pupils the basics of defence e.g. marking correctly denying space.</p>	<p>Basic rules and regulations e.g. restarts, scoring, foul play. Skills: Passing, Dodging, Marking, Shooting</p>	<p>Small sided games. Understanding and application of skills, tactics and rules. Application of skills and decision making.</p>	<p>Google work sheets: Rules and regulations. Warm up/down Major muscles. Injury prevention.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Rugby NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Teach pupils the basic principles of attack e.g. keeping possession, making space. Attacking with a diagonal line. Teach pupils the basics of defence, defending with a flat line. e.g. marking correctly denying space. Develop confidence in contact situations. Core skills, basic passing, tackling and evasive running.</p>	<p>Basic rules and regulations e.g. restarts, scoring, foul play. Skills: Passing, Running, Tackling, Dodging, Kicking and 1v1, 3v3 age related scrummaging techniques.</p>	<p>Small sided games. Understanding and application of skills, tactics and rules. Application of skills and decision making.</p>	<p>Google work sheets: Rules and regulations. Warm up/down Major muscles. Injury prevention.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Basketball NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Teach pupils the basic principles of attack e.g. keeping possession, making space. Teach pupils the basics of defence e.g. marking correctly denying space. Half court press (man to man)</p>	<p>Basic rules and regulations e.g. restarts, scoring, foul play, double dribble, travel. Skills: basic passing (chest/bounce) basic shooting (set/jump) basic dribbling.</p>	<p>Small sided games. Understanding and application of skills, tactics and rules. Application of skills and decision making.</p>	<p>Google work sheets: Rules and regulations. Warm up/down Major muscles. Injury prevention.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Swimming NC: Develop technique and improve performance in other competitive sports.</p>	<p>Water confidence Stroke technique - front crawl, backstroke, breaststroke. Entry (dives) and turns associated with each stroke</p>	<p>Water /survival skills eg : straddle entry, skulling, surface dives, underwater swimming, treading water</p>	<p>Continuous assessment of performance of highlighted skills in the water.</p>	<p>Water safety sheets worksheets. Stroke analysis worksheets/videos.. Peer assessment sheets. Warm up/down Major muscles. Injury prevention.</p>	<p>Confidence Resilience Determination Discipline Safety</p>

<p>Dance NC: Develop technique and improve performance in other competitive sports.</p>	<p>Pair work Basic actions e.g. jump, roll, stillness, gesture Linking actions with transitions Short motif & development Use of dynamics</p>	<p>Use of levels Use of space, direction & formation Contact Unison & canon Performing with an audience</p>	<p>Pair performance of a dance.</p>	<p>Dance information sheets/videos. Peer assessment sheets. Warm up/down Major muscles. Injury prevention.</p>	<p>Creativity Cooperation Originality Fluency</p>
<p>Gymnastics NC: Develop technique and improve performance in other competitive sports.</p>	<p>Boys: Individual work Strength & Conditioning Balance work Travel Canon Unison Matching/Mirroring Small Apparatus</p>	<p>Girls Individual work Jumps Rolls Balances Applying to a bench Sequence work</p>	<p>- Solo performance on floor/using small apparatus</p>	<p>Gymnastic skills video links. Peer assessment sheet. Floor routine links. Warm up/down Major muscles. Injury prevention.</p>	<p>Creativity Cooperation Originality Fluency</p>
<p>Fitness NC: Analyse performances compared to previous ones and demonstrate improvement to achieve personal best.</p>	<p>Fitness Testing. Students gain an idea of their own strengths and weaknesses in terms of personal levels of fitness. Focus on: CV Fitness Speed Muscular Endurance Strength Agility</p>		<p>Practical fitness tests e.g. bleep test, Illinois agility test, 30m sprint test etc.</p>	<p>Independent study: Research results using normative data. Fitness journal Warm up/down Major muscles. Injury prevention.</p>	<p>Resilience Determination Reflection Self assessment Goal setting (SMART)</p>
<p>Athletics NC: Analyse performances compared to previous ones and demonstrate improvement to achieve personal best.</p>	<p>Basic sprint technique Pacing for distance running Jumping for distance (long) Jumping for height (scissor)</p>	<p>Basic shot technique (standing) Basic javelin technique (standing - 3 step) Basic Discus (standing) Basic relay changeover (downsweep) Basic rules & performance in competitions</p>	<p>Performance & time/distance results in competition</p>	<p>Google work sheets: Technique Rules and regulations. World record research. Warm up/down Major muscles. Injury prevention.</p>	<p>Confidence Resilience Determination Discipline Safety Goal setting (SMART)</p>
<p>Cricket NC: Use a range of tactics and strategies to overcome</p>	<p>Help pupils understand basic batting techniques: preparation, hit and follow through. Try a range of bowling techniques (over/underarm) and how to</p>	<p>Explore a range of ways to intercept the ball when fielding with a focus on body position. E.g. long barrier, catching</p>	<p>Perform skills & apply rules in small-sided games e.g. pairs cricket</p>	<p>Google work sheets: Rules and regulations.</p>	<p>Teamwork Communication Fair play Honesty</p>

<p>opponents in direct competition through team games.</p>	<p>grip correctly. Wicket keeping practise.</p>	<p>close, out deep/high.</p>	<p>Y7 Cricket Google quiz</p>	<p>Technique Warm up/down Major muscles. Injury prevention.</p>	<p>Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Rounders NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Throwing: Underarm Overarm Bowling technique Catching underarm and overarm throws</p>	<p>Focus on fielding techniques of catching, long barriers and scoops Basic batting technique work</p>	<p>Small sided games Game play - introducing rules</p>	<p>Google work sheets: Technique Rules and regulations. Warm up/down Major muscles. Injury prevention.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Tennis NC: Use a range of tactics and strategies to overcome opponents in direct competition through individual games.</p>	<p>Ball control skills Understand the basic rules for singles/doubles.</p>	<p>Improving and developing technique of the following strokes: Forehand Backhand Serving Volleys</p>	<p>Perform skills & apply rules in conditioned games and drills. Understanding of the basic rules and techniques for a range of strokes.</p>	<p>Google work sheets: Technique Rules and regulations. Warm up/down Major muscles. Injury prevention.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>

Impact of learning
Mastery Curriculum – Physical Education

Progress	Performance	Tactical and Compositional Concepts	Observation and Analysis	Fitness
Bronze	I can perform basic skills with some control and coordination in a small game/performance.	I can remember basic tactical/compositional ideas but do not use them when performing.	I can comment on my own and others' actions.	I can observe and copy basic exercise techniques. I can use basic fitness movements. I get tired very quickly.
	I can perform simple skills with some control and coordination with limited success in a game/performance.	I can understand basic tactical/compositional ideas but rarely use them when performing.	I can describe and comment on my own and others' actions.	I can observe and copy simple exercise techniques. I can use simple fitness movements. I get tired quickly.
Silver	I can perform simple skills and sequences with control and coordination with some success in performances.	I can use basic tactical/compositional ideas with limited success.	I can give basic evaluations of my own and others' performance with limited use of key terms/words.	I can use simple exercise techniques. I get tired easily. I can remember some fitness components.
	I can perform some intermediate skills and sequences with some control and some success in a game / performance.	I can use basic tactical / compositional ideas with some success.	I can give a basic evaluation of my own and others performance with use of key terms/words.	I can apply core exercise techniques. I sometimes get tired quickly. I can remember some fitness components and tests.
	I can perform intermediate skills and sequences with control and some success in a game/performance.	I can use basic tactical/compositional ideas with consistent success.	I can recognise strengths and weaknesses in my own and other work and identify some ways to improve performance.	I can apply intermediate exercise techniques. I sometimes get tired quickly. I can remember most fitness components and fitness tests.
	I can apply a range of skills and techniques with control with some degree of success in game/performance.	I can use tactical/ compositional ideas in response to an opponent/ stimulus with some success.	I can recognise multiple strengths and weaknesses in my own and other work and identify ways to improve performance.	I can apply intermediate exercise techniques. I rarely get tired quickly. I can remember most fitness components and their tests.
	I can apply a range of skills and techniques with control and fluency with some degree of success in a game/performance.	I can use tactical / compositional ideas in response to an opponent/ stimulus with consistent success.	I can evaluate strengths and weaknesses in my own and others work and implement ways to improve performance.	I can apply intermediate exercise techniques I can exercise for a reasonable period without fatigue. I can use most fitness components & fitness tests.
Gold	I can apply some advanced skills and techniques with control and fluency with some degree of success in a game/performance.	I can use multiple tactical / compositional ideas in response to a changing opponent / stimulus.	I can evaluate strengths and weaknesses in my own and others' work and implement ways to significantly improve performance.	I can apply advanced exercise techniques I can exercise for an extended period without fatigue. I can use all fitness components and fitness tests.

Platinum	I can apply a range of advanced skills and techniques correctly with control and fluency with some degree of success in a game/performance.	I can use multiple advanced tactical/compositional ideas in response to a changing opponent/stimulus.	I can justify the strengths and weaknesses in my own and others work and implement ways to significantly improve performance.	I can adapt advanced exercise techniques. I can exercise for an extended period without fatigue. I can use all fitness components, tests and data to improve training.
	I can consistently use a range of advanced skills, techniques and actions with precision and fluency in a game/performance.	I can create multiple tactical / compositional ideas in response to a changing opponent/stimulus.	I continuously create my own and others' performance whilst implementing ways to significantly improve performance.	I can adapt multiple advanced exercise techniques. I can exercise for an exceptionally long time without fatigue. I can use all fitness components, tests and data to improve training.
	I can demonstrate an exceptional range of advanced skills, techniques and actions with precision and fluency and have a significant impact in a game/performance.	I can create and perform an exceptional range of advanced skills to tactically respond to a changing stimulus/opponent.	I can routinely analyse my own and others' performance by continuously providing constructive ways to make significant improvements.	I can demonstrate a wide range of advanced exercise techniques for exceptional long periods of time without fatigue. I can expertly use fitness components, test and data to improve my training and those around me.

Primarily, by ensuring that students reach their full potential in physical education, it is anticipated that each and every child will have developed the necessary knowledge and understanding to allow him or her to make informed healthy lifestyle choices. Furthermore, by equipping students with the necessary skills s/he will be in a better position to continue to enjoy an active and healthy lifestyle during and beyond their secondary school years and ultimately pass on this love of sport and exercise to future generations, subsequently improving the health of the nation and reversing the trend of declining fitness amongst our youngsters.

Secondly, by adopting the above approaches to PE and making experiences as positive and enjoyable as possible, GCSE will continue to be a popular choice for many students who will be in a strong as possible position to cope with the demands of the course both practically and theoretically. Hence, overall outcomes for GCSE PE will continue to be strong.