



Year 7	Intent
	<ul style="list-style-type: none"><li>• To deliver lessons that cover a variety for sports to cater for all student interests.</li><li>• Lessons delivered at different times of the year based on seasonal factors/ weather/space/staffing.</li><li>• The priority is to keep students active and engaged.</li><li>• Opportunities for leadership during warm-up and game related activities (strategies/tactics)</li><li>• By the end of Year 7, most students to know the major muscles and bones that are covered in the GCSE syllabus.</li></ul>

Oct-Dec	Overview
	<ul style="list-style-type: none"><li>• Students will cover the curriculum map below to cover the following 4 sporting activities in the first half term: Girls – Rugby &amp; Basketball Boys – Football &amp; Fitness</li><li>• Students are split into set 1 &amp; 2 based on overall ability (we believe this gives further opportunities for all students to experience success, gain confidence and be stretched and challenged)</li><li>• <b>Not all groups will cover all topic areas below, these are for general guidance. Progression from one lesson to another will depend on each individual group and how well they can complete the skills being taught. A lesson may need to be repeated or they may need more time on a specific skill before they can progress to the next skill.</b></li><li>• <b>NB – Rugby</b> <b>Depending on ability group, some will participate in contact and others will participate in an adapted non-contact version of Rugby.</b></li><li>• Students will learn 6 more major muscle groups – pectorals, abdominals, hip flexors, deltoid, latissimus dorsi, gluteals.</li></ul>



<b>Boys' activities – Football</b>			
<b>Lesson</b>	<b>Key Knowledge- what will students know by the end of this topic?</b>	<b>Key skills- what skills will students have developed by the end of this topic?</b>	<b>Assessment opportunities- How is progress measure?</b>
<b>1</b>	Basic passing and receiving.	Use of the inside of the foot to make the pass and control the ball when receiving it. Use of the outside of the foot and keeping the ball out from under the feet to help control and pass it. Progress to passing on the move	Success of passing and receiving. Ability to use both sides of the feet/both feet. Number of successful passes. Application in small sided conditioned games
<b>2</b>	Basic dribbling with control.	Able to dribble the ball with close control. Use change of direction/speed to beat an opponent	Dribbling between cones. 1v1s Successful dribbles with close control Application in small sided conditioned games
<b>3</b>	Turning with the ball. Shielding the ball.	Able to demonstrate different turns. Examples: Hook, drag-back, Cruyff etc. Know how to protect the ball using your body	Execution of different turns. Difficulty of turns. Ability to shield the ball Application in small sided conditioned games
<b>4</b>	Controlling the ball/1st touch	To be able to control the ball on receiving from different heights. Using different body surfaces to control the ball.	Use of different body surfaces Correct choice of body surfaces Ability to keep close control with 1 <sup>st</sup> /2 <sup>nd</sup> touch Application in small sided conditioned games
<b>5,6,7</b>	Game play, matches, competition	Demonstrate previous skills learned in small sided conditioned games	Outcome/performance/ communication



<b>Boys' activities – Fitness</b>			
<b>Lesson</b>	<b>Key Knowledge</b> <i>What will all students KNOW by the end of the topic?</i>	<b>Key Skills</b> <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	<b>Assessment Opportunities</b> <i>What are the key pieces of assessment? How will students be assessed?</i>
<b>1</b>	<p>The main different 'Components of fitness'</p> <p>How to complete various fitness tests</p> <p>The different major muscles</p>	<p>Students will complete the following tests:</p> <p>Hand grip test - Strength</p> <p>Sit and reach - Flexibility</p> <p>4-minute CV test (on treadmill, rower or stepper) - Cardiovascular</p> <p>Press up – Muscular Endurance</p> <p>Sit up – Muscular Endurance</p> <p>Standing long jump/Sergeant jump - Power</p> <p>Use an excel SS to save the results to reflect on and try to beat at the end of the SOW</p>	<p>Students will be continuously questioned on their knowledge of the following:</p> <p>Do students know how to warm-up/stretch properly?</p> <p>Do they know why they need to warm-up properly?</p> <p>Major muscles groups</p> <p>Major components of fitness</p> <p>Major methods of training</p> <p>Fitness test results</p>
<b>2</b>	<p>How to improve Cardiovascular fitness (using Continuous and Circuit training)</p>	<p>Individual challenge – distance/reps/level</p> <p>Circuit training using the main CV machines – continuous training</p> <p>Use other equipment too, but focus is on students understanding the best way to improve Cardiovascular fitness</p>	<p>Students will be continuously questioned on their knowledge of the following:</p> <p>Do students know how to warm-up/stretch properly?</p> <p>Do they know why they need to warm-up properly?</p> <p>Major muscles groups</p> <p>Major components of fitness</p> <p>Major methods of training</p>
<b>3</b>	<p>How to improve Cardiovascular fitness (using interval and Fartlek training)</p>	<p>Individual challenge – distance/reps</p> <p>Students will learn about and perform Interval and Fartlek training (outdoor lesson).</p> <p>Understand the benefits in relation to different sports</p>	<p>Students will be continuously questioned on their knowledge of the following:</p> <p>Do students know how to warm-up/stretch properly?</p> <p>Do they know why they need to warm-up properly?</p> <p>Major muscles groups</p> <p>Major components of fitness</p> <p>Major methods of training</p>



**Curriculum Map: Year 7**

**Subject: Physical Education**

<p><b>4</b></p>	<p>How to improve Strength (using anchor straps for own body weight training)</p>	<p>Individual challenge – distance/reps/level            Circuit training using the main Weight stations – Weight training (using anchor straps for own body weight)            Use other equipment too, but focus is on students understanding the best way to improve Strength</p>	<p>Students will be continuously questioned on their knowledge of the following:            Do students know how to warm-up/stretch properly            Do they know why they need to warm-up properly?            Major muscles groups            Major components of fitness            Major methods of training</p>
<p><b>5</b></p>	<p>How to improve Muscular Endurance (using various stations)</p>	<p>Individual challenge – distance/reps/level            Circuit training using the boxing bags – Interval training using low intensity, high reps            Use other equipment too, but focus is on students understanding the best way to improve Muscular endurance</p>	<p>Students will be continuously questioned on their knowledge of the following:            Do students know how to warm-up/stretch properly            Do they know why they need to warm-up properly?            Major muscles groups            Major components of fitness            Major methods of training</p>
<p><b>6</b></p>	<p>How to improve Power (using Plyometric training)</p>	<p>Individual challenge – distance/reps/level            Circuit training using the plyometric equipment – box jumps etc. High intensity            Use other equipment too, but focus is on students understanding the best way to improve Power</p>	<p>Students will be continuously questioned on their knowledge of the following:            Do students know how to warm-up/stretch properly            Do they know why they need to warm-up properly?            Major muscles groups            Major components of fitness            Major methods of training</p>
<p><b>7</b></p>	<p>Have improvements been made?            Can students explain why?            Evaluate previous training</p>	<p>Students will re-take the tests they did in week 1:            Hand grip test - Strength            Sit and reach - Flexibility            4-minute CV test (on treadmill, rower or stepper) - Cardiovascular            Press up – Muscular Endurance            Sit up – Muscular Endurance            Standing long jump/Sergeant jump – Power</p> <p>Compare to previous results and evaluate if they improved or not.</p>	<p>Students will be continuously questioned on their knowledge of the following:            Do students know how to warm-up/stretch properly            Do they know why they need to warm-up properly?            Major muscles groups            Major components of fitness            Major methods of training            Fitness test results</p>



<b>Girls' activities – Basketball</b>			
<b>Lesson</b>	<b>Key Knowledge- what will students know by the end of this topic?</b>	<b>Key skills- what skills will students have developed by the end of this topic?</b>	<b>Assessment opportunities- How is progress measure?</b>
1	To be able to Chest and Bounce pass accurately	<ol style="list-style-type: none"> <li>1. Static 2 handed passing: Chest and bounce pass in pairs.</li> <li>2. Passing on the move- Explain TRAVELLING rule.</li> </ol>	Passing the ball successfully in isolation and during game play
2	To be able to dribble the ball accurately and change direction and speed without losing control.	<ol style="list-style-type: none"> <li>1. Basic technique in straight lines L &amp; R hand, in pairs.</li> <li>2. Movement around the court at a steady speed using both hands. Explain DOUBLE DRIBBLE rule.</li> <li>3. Explore changes of speed and link with 1 &amp; 2 footed stops, pivot and pass.</li> </ol>	Dribbling the ball successfully in isolation and during game play
3	Shooting. To be able to perform a Set Shot with balance and accuracy.	<ol style="list-style-type: none"> <li>1. B.E.E.F- Bend at knees, elbow high at 90 degrees, extend in a straight line, Follow through/Flick.</li> <li>2. Practice in 2/3's at different angles around the rings.</li> <li>3. Practice dribble, stop, BALANCE and shoot from different angles.</li> </ol>	Number of shots scored in isolation and during game play Quality of technique
4	Shooting. To be able to Lay-Up accurately at a controlled speed.	<ol style="list-style-type: none"> <li>1. Explain how the lay-up is not travelling when done properly and when to use the lay-up.</li> <li>2. Part-whole learning approach to teaching the lay-up. Break it down into smaller parts then put together.</li> <li>3. Practice at comfortable speed and get faster.</li> </ol>	Number of shots scored in isolation and during game play
5	To be able to defend effectively without fouling an opponent.	<ol style="list-style-type: none"> <li>1. Crab feet. Look up at teacher signals.</li> <li>2. 1v1, 2v2 into 1 ring, focus on moving feet faster than hands. Attackers lose their defender by faking and dodging.</li> </ol>	Reproducing correct technique in isolation and games
6,7	Game play, matches, competition	Demonstrate previous skills learned in small sided conditioned games	Outcome/performance/ communication



<b>Girls' activities – Rugby</b>			
<b>Lesson</b>	<b>Key Knowledge- what will students know by the end of this topic?</b>	<b>Key skills- what skills will students have developed by the end of this topic?</b>	<b>Assessment opportunities- How is progress measure?</b>
1	<b>Ball Familiarisation</b>	Correct grip on the rugby ball. Understanding of how to throw, catch and move with the ball.	Application of skills. Running with the ball in two hands, passing lower than eye line. Ensure students understand why they need to do this.
2	<b>Passing and receiving the ball</b>	Using correct grip, learn the pocket and pop pass. Develop understanding of how to receive and support the pass.	Application of skills. Pocket pass, one hand top and bottom of the ball from pocket to target. Pop pass, two hands using fingers and pop ball. All below eye line. Ensure pocket pass for longer passes than pop pass.
3	<b>Attacking and Defending Formation</b>	Students should know the diagonal line of when in possession and the horizontal line when defending.	Application of formation. Communication and self-awareness to ensure you are in correct position.
4	<b>Introduction to Tackling/Touch Tackle</b>	Students develop confidence with tackling. Start with Tower of Power, cheek to cheek, ring of steel and tackling away from body. Touch tackles are 2 hand touch, from the tower of power.	Application of skills. Students can identify which of the 4 teaching points they can/can't do as well. Students find which side they are more confident tackling on.
5,6,7	<b>Matchplay, Competition and Rules</b>	Combine application of previous skills learnt and produce in complete environment. Demonstrate knowledge of rules to ensure the game is played safely.	Assess by outcome, performance, communication and adherence to rules.