



Striving For Excellence Together

Year 7 Physical Education Curriculum Map

<p>Key Concepts: (Threshold Concepts) <i>State the big ideas or skills that students will revisit throughout the curriculum</i></p>	<ul style="list-style-type: none"> • YEAR SEVEN – DEVELOP BASIC MOTOR SKILLS AND KNOWLEDGE OF RULES ACROSS ALL ACTIVITIES <ul style="list-style-type: none"> ○ PILLAR OF PROGRESSION ONE – MOTOR COMPETENCE ○ PILLAR OF PROGRESSION TWO – RULES, STRATEGIES AND TACTICS ○ PILLAR OF PROGRESSION THREE – HEALTHY PARTICIPATION
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	Topics	Assessment	Key Concepts	Key Vocabulary	Our Pillars	Knowledge tracking
Y7	The key topics taught in this term. (Change term to topic if appropriate)	Give the name, nature/content and date of the assessment in this term.	Where are the key areas of this subject visited and revisited?	List the Tier 3 words that will be encountered.	Does this unit address any of our 4 pillars?	What prior learning does this term's curriculum build on and what future learning does it link to?
Term 1	BOY'S RUGBY NETBALL CROSS COUNTRY	<p>Declarative Knowledge (knowing what) through formative assessment in teacher observation of student performance during delivery of SOW.</p> <p>Procedure Knowledge (knowing how) through summative assessment in teacher observation of Full Context performance ongoing and final SOW 'competitive performance', including In-Lesson Games, House Games, and School Matches</p> <p>Students assessed against SWR Pathway progression criteria for each activity (Emerging, Novice, Secure, Confident, Excelling)</p>	<p>MOTOR COMPETENCE</p> <p>RULES, STRATEGIES & TACTICS</p> <p>HEALTHY PARTICIPATION</p>	<p>Rugby scrum, line out, ruck, maul, jackle, clearing, Prop, Hooker, Second Row, try, conversion, drop kick/goal, drive, scissors, crossing, Scrum Half, touch/touchline, 22/10/5/15m, smother, chop, fly Half.</p> <p>Netball chest Pass , Centre, shoulder pass, Wing Defence, bounce pass, centre pass, Goal Defence, footwork, Goal Shooter, Goal Keeper, sprint dodge, Goal Attack, obstruction, feint dodge, Wing Attack, contact, re-possession, penalty pass.</p> <p>Cross Country timekeeper, place judge, incline, pacing, terrain, interval, fartlek, continuous training.</p>	Diversity & Inclusivity Literacy & Oracy Life After SWR Life Beyond SWR	<p>Prior Learning – Key Stage Two National Curriculum Expectations for each activity</p> <p>Future Learning – Progressively increasing level of challenge for activities across every year group (activities repeated). Tier 3 PE Key Vocabulary consolidated and expanded. Key Concepts explored and applied with increasing level of challenge through each term of the academic year</p>



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Term 2	<p>BASKETBALL</p> <p>TABLE TENNIS</p> <p>FITNESS</p>	<p>Declarative Knowledge (knowing what) through formative assessment in teacher observation of student performance during delivery of SOW.</p> <p>Procedure Knowledge (knowing how) through summative assessment in teacher observation of Full Context performance ongoing and final SOW 'competitive performance', including In-Lesson Games, House Games, and School Matches</p> <p>Students assessed against SWR Pathway progression criteria for each activity (Emerging, Novice, Secure, Confident, Excelling)</p>	<p>MOTOR COMPETENCE</p> <p>RULES, STRATEGIES & TACTICS</p> <p>HEALTHY PARTICIPATION</p>	<p>Basketball dominant/weaker hand, high bounce, crossover, dribble, rebound, lay-up, set shot, jump shot, free throw, jump stop, stride stop, drop step, half court/full court press, three/two pointer, technical foul, shot clock, violation, travel, double dribble, goal tending, back court violation.</p> <p>Table Tennis spin, forehand, backhand, topspin, backspin, serve, smash, lob, singles, doubles, drive, push.</p> <p>Fitness flexibility, agility, muscular endurance, multi-stage test, sit and reach test, Illinois, carotid, radial, dynamometer, interval, intensity, aerobic, fartlek, training zone, anaerobic, continuous, circuit training.</p>	<p>Diversity & Inclusivity</p> <p>Literacy & Oracy</p> <p>Life After SWR</p> <p>Life Beyond SWR</p>	<p>Prior Learning – Key Stage Two National Curriculum Expectations for each activity</p> <p>Future Learning – Progressively increasing level of challenge for activities across every year group (activities repeated). Tier 3 PE Key Vocabulary consolidated and expanded. Key Concepts explored and applied with increasing level of challenge through each term of the academic year</p>
Term 3	<p>FOOTBALL</p> <p>HOCKEY/GIRL'S RUGBY</p> <p>BADMINTON</p> <p>GYMNASTICS</p>	<p>Declarative Knowledge (knowing what) through formative assessment in teacher observation of student performance during delivery of SOW.</p> <p>Procedure Knowledge (knowing how) through summative assessment in teacher observation of Full Context performance ongoing and final SOW 'competitive performance', including In-Lesson Games, House Games, and School Matches</p>	<p>MOTOR COMPETENCE</p> <p>RULES, STRATEGIES & TACTICS</p> <p>HEALTHY PARTICIPATION</p>	<p>Football heading, one touch/two touch, driven, lofted, instep, outstep, volley, half volley, free kick, flick on, block tackle, jab tackle, slide tackle, shot stopping, punching, offside, throw-in, corner.</p> <p>Hockey open/closed stick, push pass, slap pass, sweep pass, Indian dribble, block tackle, jab tackle, long corner,</p>	<p>Diversity & Inclusivity</p> <p>Literacy & Oracy</p> <p>Life After SWR</p> <p>Life Beyond SWR</p>	<p>Prior Learning – Key Stage Two National Curriculum Expectations for each activity</p> <p>Future Learning – Progressively increasing level of challenge for activities across every year group (activities repeated). Tier 3 PE Key Vocabulary consolidated and expanded.</p>



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Term 4		Students assessed against SWR Pathway progression criteria for each activity (Emerging, Novice, Secure, Confident, Excelling)		<p>short corner, push back, Sweeper, mid field.</p> <p>Badminton backhand, forehand, baseline, centre line, clear, drive, drop shot, fault, kill shot, let, net push, rally, serve, smash, flick serve, tram lines, shuttlecock.</p> <p>Gymnastics locomotion, floorwork, horse, buck, cartwheel, vault, pencil roll, forward roll, circle roll, arabesque, headstand, handstand, shoulder stand, v-sit, round off, handspring, counter balance/tension.</p>		Key Concepts explored and applied with increasing level of challenge through each term of the academic year
Term 5	<p>ATHLETICS</p> <p>CRICKET</p> <p>ROUNDERS</p>	<p>Declarative Knowledge (knowing what) through formative assessment in teacher observation of student performance during delivery of SOW.</p> <p>Procedure Knowledge (knowing how) through summative assessment in teacher observation of Full Context performance ongoing and final SOW 'competitive performance', including In-Lesson Games, House Games, and School Matches</p> <p>Students assessed against SWR Pathway progression criteria for each activity (Emerging, Novice, Secure, Confident, Excelling)</p>	<p>MOTOR COMPETENCE</p> <p>RULES, STRATEGIES & TACTICS</p> <p>HEALTHY PARTICIPATION</p>	<p>Athletics sprinting, middle distance, long distance, hurdles, flight, landing, long jump, triple jump, high jump, release, recovery, shot putt, discuss, javelin, sand pit, take off board, starter, marshal, judge, timekeeper, place judge, relay judge, field event judge.</p> <p>Cricket wicket keeper, field, overarm, stumps, bails, underarm, bowl, wicket, no ball, six/four, run out, backing up, leg side, LBW (leg before wicket), spin, seam, swing, delivery.</p> <p>Rounders back stop, field, overarm, stump, underarm, bowl, obstruction, no ball, rounder, run out, donkey drop, batting square, spin.</p>	<p>Diversity & Inclusivity</p> <p>Literacy & Oracy</p> <p>Life After SWR</p> <p>Life Beyond SWR</p>	<p>Prior Learning – Key Stage Two National Curriculum Expectations for each activity</p> <p>Future Learning – Progressively increasing level of challenge for activities across every year group (activities repeated). Tier 3 PE Key Vocabulary consolidated and expanded. Key Concepts explored and applied with increasing level of challenge through each term of the academic year</p>



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Term 6	CRICKET	Declarative Knowledge (knowing what) through formative assessment in teacher observation of student performance during delivery of SOW.	MOTOR COMPETENCE	<p style="text-align: center;">Tennis</p> <p>Volley, service, forehand, backhand, service box, tram lines, love, deuce, smash, lob, singles, doubles, umpire, return</p> <p style="text-align: center;">Softball</p> <p>mitt, softball, pitch, diamond, catcher, bases, pitcher, infield, outfield, home run, safe, strike, no ball.</p>	Diversity & Inclusivity Literacy & Oracy Life After SWR Life Beyond SWR	<p>Prior Learning – Key Stage Two National Curriculum Expectations for each activity</p> <p>Future Learning – Progressively increasing level of challenge for activities across every year group (activities repeated). Tier 3 PE Key Vocabulary consolidated and expanded. Key Concepts explored and applied with increasing level of challenge through each term of the academic year</p>
	ROUNDERS		RULES, STRATEGIES & TACTICS			
	SOFTBALL	Procedure Knowledge (knowing how) through summative assessment in teacher observation of Full Context performance ongoing and final SOW 'competitive performance', including In-Lesson Games, House Games, and School Matches	HEALTHY PARTICIPATION			
	TENNIS	Students assessed against SWR Pathway progression criteria for each activity (Emerging, Novice, Secure, Confident, Excelling)				