



| Key Learning Constructs to be developed over the academic year. – Core Knowledge | Scheme of Learning Autumn Term | Scheme of Learning Spring Term | Scheme of Learning Summer Term |
|---|---|---|--|
| <p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p> <ul style="list-style-type: none"> develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] perform dances using advanced dance techniques within a range of dance styles and forms analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <p>Part 1</p> <p>Netball: To be able to perform fundamental netball passing and handling skills. To be able to perform these in a small sided game to maintain ball possession & begin to outwit opponents. To develop an understanding and knowledge of the basic footwork rule of netball.</p> <p>First Aid - Bleeding</p> <p>Rugby To be able to perform fundamental rugby handling skills. To be able to perform these in a small sided game to maintain ball possession & outwit opponents. To develop their understanding and knowledge of the basic rules of rugby league.</p> <p>Badminton To be able to demonstrate & use the correct grip and ready position. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket. To understand the different lines and areas on the court and be able to move around between them quickly. To begin to outwit opponents with movement of the shuttle.</p> <p>Football To be able to perform the basic Football skills of passing and receiving. To be able to perform these in a small, sided game. To understand and know where passing is used football. To be able to outwit opponents with passes.</p> <p>Part 2</p> <p>Cross Country To make a cross country or run/walk unit more enjoyable and a challenge to ALL students. This is a health-related fitness activity.</p> <p>Gymnastics</p> | <p>Part 3</p> <p>Dance: Select and apply actions, skills and movements; demonstrate control of their body when performing these with a good degree of gesture and expression; link movements effectively making use of compositional ideas and devices; identify and work on the fitness they need to perform with greater quality.</p> <p>Health & Fitness To be able to measure resting heart and understand significance. To be able to perform the basic step technique. To evaluate performance of self and others and understand basics about recovery. To understand the meaning of cardio vascular fitness.</p> <p>Part 4</p> <p>Basketball To be able to perform the fundamental basketball skill of ball handling. To be able to perform these in a small sided game to maintain ball possession. To develop their understanding and knowledge of the basic rules of Basketball.</p> <p>Hockey To be able to accurately replicate the correct hockey stick grip. To be able to dribble with the ball under control. To be able to perform these in a small sided game to maintain ball possession & begin to evaluate how to outwit the opposition. To develop their understanding and knowledge of the basic rules of hockey.</p> <p>Gymnastics To be able to perform the basic movement skills including jumps and basic rolls. To improve pupils ability to travel and jump effectively using a variety of techniques. To be able to perform these movements in</p> | <p>Part 5</p> <p>Athletics: Use sound basic techniques in a range of running, jumping and throwing activities and events; apply a good knowledge of basic principles to specific events; pace their effort to meet targets they have set for themselves; apply basic principles of warm up and cool down, using exercises appropriate for the event; identify and describe elements of performance and technique which are effective; explain what needs to be practised and improved.</p> <p>First Aid Introduction - Bleeding</p> <p>Part 6</p> <p>Rounders To develop an understanding and knowledge of the basic fundamentals of Rounders. To be able to accurately replicate a basic throwing & catching technique. To be able to play conditioned game in which they understand and apply basic tactics. To begin to think about outwitting opponents with the placement of the ball.</p> <p>Tennis To be able to demonstrate & use the correct grip and understand the ready position. To be able to accurately replicate a basic stroke and maintain a simple rally. To understand the basic scoring and rules of a double game play. To begin to think about outwitting opponents with the movement of the ball.</p> <p>Cricket To demonstrate & use a variety of catching styles. To be able to accurately replicate a basic throwing technique. To be able to play conditioned game in which they understand and apply basic tactics. To develop understanding the laws of cricket. To begin to</p> |

| | | | |
|---|---|--|--|
| | <p>To be able to perform the basic movement skills including jumps and basic rolls. To improve pupils ability to travel and jump effectively using a variety of techniques. To be able to perform these movements in a small sequence. To understand health and safety aspects of gymnastics.</p> <p>Badminton: To be able to demonstrate & use the correct grip and ready position. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket. To understand the different lines and areas on the court and be able to move around between them quickly. To begin to outwit opponents with movement of the shuttle.</p> | <p>a small sequence. To understand health and safety aspects of gymnastics.</p> <p>First Aid – Head Injuries</p> | <p>think about outwitting opponents with the placement of the ball.</p> |
| Hinterland Knowledge | <p>Knowledge of the rules of netball and football League winners Positions of play</p> | <p>Sporting terms – lay-up, hand-off Knowledge of the importance of exercise</p> | <p>Tennis champions Cricket terms Athletics world records. Positioning and techniques</p> |
| Assessment: -Formative Techniques | <p>Observation Assessment through lessons and at the end of each topic (sport) against the 1-9 grading criteria.</p> | | |
| -Summative Pieces | <p>Baseline Physical Assessment - Fitness</p> | | |
| Key Vocabulary | <p>Tactics, e.g., principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through.</p> | <p>Performance, e.g., criteria for observing and judging, vaults – approaching, flight, landing, rotation, Arab spring, handspring, acceleration, deceleration, principle of composition. Dynamics, e.g., explosive/sustained.</p> | <p>Running, e.g., stride length and cadence, leg and arm action, head position, pacing Throwing, e.g., grip, stance, release and follow-through, angle of release Jumping, e.g., approach run, acceleration, maintaining momentum, take off and lift, arm action</p> |
| Key Skills | <p>Speaking and listening – through the activities pupils could: Discuss and respond to initial ideas and information, carry out the task and then review and refine ideas.</p> | <p>Collaborate with others to share information and ideas and solve problems.</p> | <p>Organise, sequence and link what they say so listeners can follow it.</p> |
| Opportunities Outside the taught Curriculum. | <p>Local Sports Fixtures Year 7 Residential</p> | <p>Orienteering Team Building Exercises</p> | <p>Sports Trips (Football & Rugby Events) Cycle Ability coaching</p> |