

Curriculum Map Year 7: Physical Education

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>	Assessment Opportunities <i>How will student progress be measured? What are the key assessment pieces?</i>
Half Term 1 & 2	Hockey	• Effective hand position on the stick and good control of the ball. • Correct dribbling technique and movement with the ball • Effective passing and receiving the ball; push pass • Identify different positions on the pitch; role of the attacker and defender • What makes a performance effective • The positioning of the player in the block tackle. • The principles of attacking. • Basic marking strategies. • How to hit the ball • Selection of skills in a game, push pass, hit and dribble. • Organisation of players in a game and the basic hit out and free hit.	• Recall teaching points for holding the stick and dribbling the ball. • Recall of teaching points to change direction when dribbling. • Execution of the push pass, receiving the ball and dribbling. • Explain attack and defence positions of the game; difference between both. • Application of knowledge to improve their own and others' work • Recall of teaching points for the block tackle. • Application of basic principles of attack - penetration, support/depth, mobility, width and creativity/improvisation. • Application of marking and defending the player with the ball in isolation and a game • Application of channelling play. • Application of the principles of shooting in a static position. • Application of the basic rules to play a game • Knowledge of and application of skills.	Teacher observation: • Dribbling the ball under control in isolation and in game play. • Perform the push pass both in isolation and game play. • Correct positioning at the start of the game and correct movement during the game. Student Verbal Responses: • Types of passes and their teaching points • Positions of the game. • Basic rules • Key skills/factors to improve performance Teacher Observation: • Tackling in isolation and in a game. • Movement on the pitch. • Correct positioning by the defender to make the tackle. • Selection of skills • Ability to direct team players. Student Verbal Responses: • Why was the tackle successful? • How to successfully attack • Team tactics and strategies. Assessment of students against departmental criteria end of autumn term
Half Term 1 & 2	Netball	• Effective passing: recall of basic teaching points for chest, shoulder, overhead. • Importance of passing ahead of a moving player. • Correct footwork: landing 1-2 and on both feet simultaneously.	• Execution of passing whilst stationary and on the move; driving onto the ball. • Receiving the ball whilst stationary and on the move with correct footwork. • Landing on the outside foot and pivoting away from the defender. • Recall the starting positions at the centre pass.	Teacher observation: • Receiving and passing in isolation and during game play. • Footwork and landing on outside foot. • Correct positioning at the centre pass and movement in correct court areas. Student verbal responses:

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		• Basic rules: footwork, repossession, offside and re-start of play. • Positions on the court and start of play at the centre pass including lines of the court.	• Explain the basic rules of footwork, repossession and offside and how to re-start play. • Explain where positions are allowed to go on the netball court.	• When to use each pass and their teaching points. • Basic rules. • Positions on the court.
		• Benefits of passing with pace and strength. • Gaining ground through effective use of footwork. • Basic attacking strategies to get free from a defender. • First stage defence to deny a pass. • Basic shooting technique. • Basic rules: as above, obstruction, re-starting after a free/penalty pass. • Positions on the court and start of play at the centre pass including lines of the court. • What makes a performance effective	• Application of passing with strength and pace ahead of a moving player. • Application of the correct footwork with greater distance and speed, driving onto the ball and landing on the outside foot. • Application of basic movement patterns to get free from defenders: dodging, change of direction. • Demonstrate basic first stage marking: peripheral vision, body position, ready on toes, short steps, possession with two hands. • Demonstrate the basic shooting technique unmarked and in close proximity to the post. • Explain the basic rules as above, and obstruction, re-starting after a free/penalty pass. • Explain where positions are allowed to go on the netball court. • Application of knowledge to improve their own and others' work	Teacher observation: • Receiving and passing at pace in isolation and during game play. • Footwork with distance and speed. • Movement patterns on the court. • First stage defence. • Correct positioning at the centre pass • Full court play and movement in correct court areas. Student verbal responses: • Benefits of passing with strength. • Gaining distance through footwork. • Basic rules. • Positions on the court. • Key skills/factors to improve performance Assessment of students against departmental criteria end of autumn term

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Half Term 3/4	Health Related Fitness	• How to measure resting heart rate and its significance. • How to warm-up and cool down for physical activity. • Link between endurance and exercise. • Components of skill related fitness - agility and balance. • Effects of exercise on the body. • What makes a performance effective	• Ability to explain heart rate, maximum heart rate and its relation to exercise. • Application of knowledge to lead a warm-up / cool-down/recovery after exercise. • Ability to explain endurance for activities - link between endurance and the cooper run. • Application of balance and agility in a game to perform skills. • Application of effects of exercise on long-term health benefits. • Application of knowledge to improve their own and others' work	Teacher Observation • Successful measurement of heart rate. • Leading a warm-up/cool down. • Agility and balance performing skills Student verbal responses: • Relationship of heart rate / maximum heart rate and exercise • Importance of warm-up / cool down • Health benefits of physical activity. • Key skills/factors to improve performance Assessment of students against departmental criteria summer term.
Half Term 3/4	Dance	• Importance of a warm-up • Genre, origins and theme of the dance. • Relation of movement memory. • Understand rhythmic content • Choreograph and use timing to add variety. • Basic formations of a dance • Basic choreography skills • How to evaluate personal performance • To perform in front of an audience • What makes a performance effective	• Lead a warm-up and prepare for exercise. • How to recall learned movement material • Application of counting the beats of a bar • Application of canon and unison • Use of formations to alter the look and style of the dance • How to link movements to show fluency within the dance • Application of key terminology to evaluate performance. • Application of knowledge to improve their own and others' work	Teacher Observation • Leading a warm-up • Successful replication of movement patterns that form the dance • Ability to listen to the rhythm of the dance and count 8 beats • Successful choreography of dance moves Student Verbal Responses • Why we warm up • Key skills/factors to improve performance Assessment of students against departmental criteria winter term.

Half Term 4 / 5 & 6	Athletics	• Effective technique for a sprint race. • Basic pacing for endurance runs • To accurately replicate the basic technique for an effective paced race. • Stance to execute an overarm throw. • Technique for an effective shot putt. • Effective hurdling technique and stride pattern. • Basic skills involved in the high jump • The relay – changeover and changeover zones. • How to evaluate performance • What makes a performance effective	• Correct posture, arm action and leg action (100m and 200m) • How to pace 200m laps – bronze (68 sec), silver (60 sec), gold (52 sec) & platinum (44 sec) performance (1500m) • To perform an overarm throw with power, gaining height and length. • Understanding of the rules of shot putt. • Application of hurdling technique and ability to keep low during flight phase and how pace affects time over the hurdle. • Application of the rules of the high jump, step pattern and take-off foot. • Application of the rules of the relay. • Application of evaluation of performance of self and others. • Application of knowledge to improve their own and others' work	Teacher Observation • Successful application of skills to perform the basic sprint. • Application of pacing within a run/race. • Successful demonstration of the overarm throw • Demonstration of the hurdle technique • Application of shot putt technique • Application of run-up and take-off for the high jump. • Ability to link the skills of the approach with the skills of the take-off. • Application of changeover skills in the relay. Student Verbal Responses • The importance of pace. • Basic rules of the shot putt • Importance of lead leg and trail leg in hurdles. • How to improve hurdle performance • Importance of take-off leg in the high jump. • Key skills/factors to improve performance • Rules of the relay – changeovers and staying in lanes. • Ability to evaluate overall performance.
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Half Term 5 & 6	Tennis	• Racket and ball familiarisation and the ready position • Basic technique for the forehand • Importance of ball placement to win rally. • Basic rules and areas of the court. • Basic technique for the backhand. • Movement and body position to execute a basic forehand and backhand in a simple rally • Basic serves with control and timing. • Basic game play with basic rules. • What makes a performance effective	• Application of the correct grip and its use. • Importance of movement, body position and ball placement to outwit opponents. • Understanding of the boundaries of the court and areas of play. • Application of the teaching points for the backhand both in isolation and game play. • Application of movement and body position to execute forehand and backhand groundstrokes. • Execute a basic serve (underarm and overarm) and continue with a rally • Application of the basic rules of a game and boundaries of the court. • Application of knowledge to improve their own and others' work	Teacher Observation • Successful grip of the racket and execution of a basic rally using the forehand. • Correct ready position • Correct body position for the execution of the forehand. Student Verbal Responses • Boundaries of the court. • Correct grip • Body position to execute shots Teacher Observation • Successful execution and body position for the backhand. • Successful demonstration of a rally and movement on the court. • Successful execution of a serve. Student Verbal Responses • Service rules and basic game. • Key skills/factors to improve performance Assessment of students against departmental criteria summer term.
Half Term 5 & 6	Rounders	• Execution of throwing the ball over short and long distance. • Effectively catching the ball. • Effective fielding skills and positioning of fielders. • Effective running around posts. • What makes a performance effective	• Application of the teaching points for the underarm and overarm throw. • Apply teaching points to catch a ball that is both low and high in the air. • Application of knowledge to set up a rounders pitch. • Execution of timing to run to the next post(s) and when they should stop at a post.	Teacher Observation • Success rate of throws in isolation and game play. • Catching skills both in isolation and gameplay. • Setting up of the rounders pitch. • Correct positioning of players in the game. Student Verbal Responses • When to use different type of throws

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		• How to position their body to use a basic hitting stance • The different options to throw to when the ball is in the deep field • How the 'Bowler's Ball' rule works Basic rules: scoring, getting players out	• Application of knowledge to improve their own and others' work • Application of the one-handed grip and sideways stance when batting. • Execution of different options when throwing from deep field e.g. a post the batter is running to, the bowler or to 4th base to prevent a rounder. • Application of teaching points for the Bowler's Ball to stop the runner. • Application of rules to score a rounder / half-rounder. • Application of rules to get a batter out.	• When to run on as a batter. • Key skills/factors to improve performance Teacher Observation • Hitting the ball in isolation and games. • Identifying the right option for hitting in a game. • Correct fielding decisions. • Running around bases. Student Verbal Responses • Responses on fielding scenarios • How to score. • Batting options. • Assessment of students against departmental criteria summer term.