

# Physical Education

## Year 7 Curriculum

### ASPIRE – ENDEAVOUR - SUCCEED

#### Rationale

Our vision is to enable children from all backgrounds to have the opportunity to learn practical skills whether that to be through PE, Drama, Dance and Music and to have the opportunity to progress to the next level of excellence.

Within the faculty it is our intention to engage and inspire pupils to develop their talent, and so increase their self-confidence, creativity and sense of achievement.

The faculty feels that it is important for students to experience a variety of opportunities, both in and outside the classroom.

#### Threshold concepts

- (the understanding that underpins the learning of new content within this subject and year)*

PE teaches students how to excel in a wide range of physical activities and develops their knowledge of how to live a healthy, active lifestyle. Students also learn the importance of communication, analytical and problem solving skills. At David Nieper Academy our PE department believes in providing students with a broad curriculum, both practically and theoretically. This enables them to make informed lifestyle choices throughout their school life and beyond.

Within the PE curriculum it is our intention to promote:

- 1. Health and Wellbeing:** Thriving due to good physical health, emotional and social wellbeing and confidence, self-belief and motivation to be healthy for life.
- 2. Physical Competence:** Develop and apply skills, abilities and techniques to their performance in order to tackle increasingly demanding physical activities and achieve their personal best.
- 3. Character and Employability:** The positive traits, attitudes, behaviours and skills of considerate, responsible and imaginative citizens, ready to access the world of work as resourceful, responsible, reliable and collaborative employees and entrepreneurs.

#### Curriculum Map

| Term 1   | Term 2 | Term 3     | Term 4     | Term 5    | Term 6           |
|----------|--------|------------|------------|-----------|------------------|
| Netball  | Rugby  | Basketball | Gymnastics | Athletics | Tennis           |
| Football | OAA    | Hockey     | HRF        | Athletics | Cricket/Rounders |

#### Subject knowledge

- (the specific knowledge that you expect students to learn throughout the year)*

#### Practical

##### Invasion games

- FOOTBALL**
- Students will be able to perform the basic skills of passing, receiving, and dribbling.
- Students are to develop their understanding and knowledge of how to correctly receive the ball, and pass with the inside of the foot.
- Students are to be able to perform different dribbling techniques.

- Students are to clearly know and understand how to, and why we shoot in football.
- Students are to be able to perform the instep drive shot.
- Students are to be able to perform the block tackle.
- Students are to understand and know when a block tackle is to be used.

- **NETBALL**

- Students are to demonstrate control and accuracy of passing and catching.
- Students are to develop an understanding and knowledge of the basic footwork rule of netball.
- Students are to be able to understand the importance of 'getting free' in order to attack.
- Students are to be able to develop understanding of netball rules and court positions.
- Students are to be able to identify the distinct roles of each playing position and the areas permitted.
- Students are to be able to move accurately into a space to receive a well-timed pass.
- Students are to be able to identify individual and team strengths and areas for improvement.
- Students are to develop their understanding and knowledge of where on the court shooting can take place.
- Students are to accurately replicate the technique for a correct shooting action.
- Students are to be able to outwit opponents using learnt defending skills and techniques.
- Students are to develop the skill of anticipation in a game situations.

- **HOCKEY**

- Students are to be able to perform the correct grip and stance used in hockey.
- Students are to know and understand the different techniques and methods to moving around with control of the Stick and Ball.
- Students are to be able to move with the ball under control.
- Students are to be able to propel the ball using the push pass.
- Students are to be able to receive the ball under control.
- Students are to have an understanding and knowledge of when to use the push pass in a game and to have the basic knowledge of the rules that affect the push pass.
- Students are to be able to perform the block tackle.
- Students are to have an understanding of when to use this tackle in a game.
- Students are to have an understanding of the rules that affect tackling in hockey.
- Students are to understand the principles of how to main possession and the creation of space.
- Students are to use their knowledge / understanding of the skills and game to play to the laws and to the best of their ability.

- **RUGBY**

- **BASKETBALL**

- Students are to develop their understanding and knowledge of the basic fundamentals of Basketball.
- Students are to develop their understanding the rule of traveling in Basketball
- Students are to perform two different passes (chest and bounce)
- Students are to understand the rule of traveling in Basketball when passing and moving
- Students are to be able to perform pivots and stops when passing and receiving
- Students are to be able to perform the controlled dribble in Basketball
- Students are to develop their understanding and knowledge of where, how and why dribbling is used and performed in Basketball, and the benefits of it e.g. It enables players to move the ball under close control, and decreases the risk of possession being lost by interception
- Students are to demonstrate an understanding of the laws regarding dribbling in Basketball e.g. Double dribble and Traveling

- Students are to be able to know and perform the Set shot
- Students are to understand and know where and why the Set shot is performed in the game.
- Students are to develop their knowledge of the rules regarding shooting.
- Students are to learn how to play Basketball under a competitive environment

### Over the net games

- **BADMINTON –**

- Students are to be comfortable with the feel and weight of the racket and to be able to hold the racket using the correct grip.
- Students are to be able to recognise how the flight of the shuttle is different to that of a ball and to be able to contact the shuttle with the face of the racket.
- Students are to be able to recognise different lines and areas on the court and be able to move around between them quickly.
- Students are to know and understand the rules governing the serve and the service areas.
- Students are to be able to execute a long high serve.
- Students are to be able to perform the overhead clear using the correct technique to return a 'high serve' to the rear of the opponent's court.
- Students are to know that the clear is a defensive stroke and can be used to slow the pace of the game and regain position on court.
- Students are to be able to perform the overhead clear shots in a rally, keeping the shuttle in the air and to improve the distance that they can hit the shuttle.
- Students are to know the difference between attacking and defensive shots and understand that the drop shot is used as an attacking shot and the reasons why.
- Students are to be able to perform using the correct technique, an accurate drop shot that drops just over the net and to be able to deceive an opponent into thinking that you are about to clear the shuttle and instead, dropping it over the net.
- Students are to be able to perform, using the correct technique, a lob from the net to the rear of the opponent's court, to recover from an opponent's drop shot.
- Students are to be able to move to the net and lift the shuttle to the rear of the opponent's court, before regaining position midcourt.
- Students are to know that backhand shots are generally slower, less powerful and less accurate than forehand shots.
- Students are to be able to use the correct basic backhand technique (inc. grip, body position & footwork) to return the shuttle over the net.
- Students are to develop their knowledge and understanding, and principles within a singles game, including tactics and strategies used.

- **TENNIS –**

- Students are to be able to demonstrate and use the correct grip and understand the ready position.
- Students are to be able to accurately replicate a basic stroke and maintain a simple rally.
- Students are to understand the basic scoring and rules of a double game play.
- Students are to accurately replicate the basic technique for a forehand.
- Students are to begin to outwit opponents with the use of a forehand stroke.
- Students are to understand the importance of movement and ball placement in order to win points.
- Students are to accurately replicate the basic technique for a backhand.
- Students are to understand the importance of movement and preparation for an effective backhand shot.
- Students are to be able to use the backhand and forehand strokes to return a ball accurately in a rally.
- Students are to perform and replicate a legal tennis serve with control and timing.

- Students are to understand service laws in tennis.
- Students are to be able to develop cooperative and competitive rallies starting with an overhead or underarm serve.
- Students are to be able to accurately replicate a variety of shots in a game implementing basic strategies and tactics.
- Students are to demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.
- Students are to develop their knowledge and understanding of the rules in tennis.
- Students are to know and use the different types of shots.

### **Striking and fielding games**

- **ROUNDERS –**
- Students are to be able to accurately replicate a basic throwing and catching technique.
- Students are to use both underarm & over arm throws.
- Students are to accurately replicate long barrier and use effectively in a game.
- Students are to develop communication skills, teamwork through rounders game play.
- Students are to accurately replicate the correct bowling technique.
- Students are to understand what makes a legal ball and penalty for two no balls.
- Students are to accurately replicate the batting technique.
- Students are to understand the importance of ball placement in relation to the fielders.
- Students are to understand the fielders roles and base responsibilities.
- Students are to identify individual strengths and areas for development.
  
- **CRICKET -**
- Students are to be able to perform different types of catches.
- Students are to be able to perform both underarm and over arm throws.
- Students are to clearly know and understand how to perform throwing skills in cricket and where these skills are used e.g. Under – close to wicket; Over – from long distances.
- Students are to be able to perform the different types of Drives e.g. Off and On drives.
- Students are to know and understand how to perform drive shots; where these shots are played; what types of delivery these shots are played to; and what movements have to be made to perform these defensive shots.
- Students are to know and understand the importance of playing the ball along the floor in Cricket and also playing straight.
- Students are to be able to perform the proper grip, stance, and back lift for the forward and backward defence shot.
- Students are to know and understand what types of delivery these shots (forward/backward defence) are played to; and what movements have to be made to perform these shots.
- Students are to perform the basic interception and Long Barrier method used in Fielding.
- Students are to be able to perform the different stages of bowling e.g. Grip, Pre delivery action, Coil, Delivery, Target practice from coil, Run up/Bound, Follow through correctly enabling the students to bowl accurately.
- Students need to understand and know how to perform these different stages correctly and the importance of each stage.

### **Health related fitness**

- Students will be able to recognise that different types of activities require different type of fitness.
- Students will recognise how physical warm ups aid the development of their physical capacity.
- Students will understand the implications of heart rate and recall large muscle group names.

- Students will perform a range of activities which demonstrate the characteristics of CV exercise.
- Students will participate in a circuit training programme recording results against targets.
- Students will devise and participate in their own interval training session.
- Students are to monitor the intensity of a range of CV exercises (for example taking a pulse or rate of perceived exertion and work at different intensities).

### Outdoor Adventurous Activities

- Students take part in outdoor and adventurous activities, which present mental and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.

### Athletics

- Students will know that there are a variety of running styles and understand which styles are more suited to which events.
- Students will be able to describe in their own words the terms 'cadence' and 'stride length' and understand how each of these effects the speed and efficiency of the run.
- Students will be able to describe the arm and leg action as well as the optimum body position during sprinting events.
- **SPRINTING** - Students will be able to sprint over short distances demonstrating this technique (high hips, relaxed neck and shoulders, still head etc.) Students will be able to perform a standing and semi-crouched sprint start. Students will be able to discuss and understand what happens to their body within different types of sprint race – 100m, 200m, 300m 400m.
- **MIDDLE DISTANCE** - Students will know and understand what is meant by the term 'pacing'. To be able to run at an even pace over middle and longer distances.
- **HURDLING** - Students are to know that hurdler's running should not be interrupted by stuttering when approaching a hurdle and be able to clear a series of repeating hurdles using a modified stride. Students are to know competition rules regarding false starts and hurdling.
- **RELAY** - Students are to be able to pass the baton to the person in front and receive it from the person behind using the correct technique. Students are to understand the laws that govern the relay changeovers. Students are to know and understand the importance of performing the changeovers at speed and the responsibilities of both people at the changeover.
- **HIGH JUMP** - Students are to be able to understand how the arms can be used during take-off to increase the height of the jump. Students will be able to perform the basic though technically correct scissors technique..
- **LONG JUMP** – Students are to be able to take off using a variety of footwork combinations (e.g. one to two feet, two to one foot etc.) and understand the affect that the angle of take-off has on the total distance jumped.  
Students will be able to perform a basic hang technique when jumping using a shortened run-up.
- **TRIPLE JUMP** – Students are to know and understand the correct techniques in approach, take off, hop, flight, skip, jump, and landing and to be able to perform the correct techniques in approach, take off, flight and landing.
- **SHOT PUTT** – Students are to know that the Shot Putt uses what is known as a pushing action and be able to describe this action in their own words. Students are to be able to grip the shot (or modified other) using the correct grip and be able to check the grip of a partner. Students are to know that the whole body must be used in order to maximize the total distance thrown. Students are to be able to perform a basic though technically correct putt, starting from a side-on position and using a ¼ rotation of the upper body.
- **DISCUS** – Students are to know that the discus uses what is known as a slinging action and be able to describe this action in their own words as well as identify the main similarities. Students are to be able to perform a basic though technically correct discus throw using modified equipment, starting from a

side-on position and using a  $\frac{1}{4}$  turn of the upper body.

- **JAVELIN** – Students are to know that the javelin using a pulling action and be able to describe this action in their own words. Students will be able to hold the javelin using the correct grip and be able to add a single cross over step before throwing the javelin.
- Students are to evaluate the use of body parts to gain an improvement in replicated techniques.
- Students are to use images and task cards to develop their skills and techniques.
- Students are to recognise success criteria conveyed through modelling and video recordings.
- Students are to recognise that different types of activities require different type of fitness.
- Students are to gain a baseline experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance.
- Students will develop an understanding of the rules of various athletic events.

### **Gymnastics**

- Students are to apply movements, agilities and balances individually and as part of a fluent sequence.
- Students will develop and refine skills and compositional ideas based on decisions about sequences.
- Students will develop the skills necessary to develop fluent routines. Body tension, control, counter balance and aesthetics will be developed through compositional ideas.
- Students will discuss how sequences can be aesthetically improved.
- Students are to evaluate the use of body parts to gain an improvement in replicated techniques.
- Students are to use images and task cards to develop their skills and techniques.
- Students are to recognise success criteria conveyed through modelling and video recordings.
- Students are to recognise that different types of activities require different type of fitness.

### **Theory**

- Students will study the components of physical and skill related fitness.
- Students will explain why fitness components are important for successful participation in given sports.
- Students will study fitness testing to determine fitness levels.
- Students will study the importance of fitness testing to sports performers and coaches.
- Students will study the requirements for administration of each fitness test.
- Students will study the interpretation of fitness test results.

### **Sequence of learning**

- *(prior knowledge that students are expected to possess from previous years and/or topics)*

### **Invasion games it is helpful if the pupils have:**

- Learnt the basic principles of attack and defence.
- Worked in small teams to plan how to play
- Taken different roles in some games, including attacker and defender
- Used and kept rules and conventions for games

### **Over the net games it is helpful if the pupils have:**

- Developed an understanding of where to hit the ball
- Developed an understanding of how to move their opponent out of position.
- Experienced a number of net/wall games using a variety of equipment

### **Striking and fielding games it is helpful if the pupils have:**

- Developed an understanding of field placement.
- Where to hit the ball to increase chances of scoring
- Experienced a range of batting, bowling and fielding techniques.

### **Health related fitness it is helpful if the pupils have:**

- Experienced some fitness activities
- Demonstrated a basic technique

**Outdoor and adventurous activities it is helpful if students have:**

- Taken part in simple orienteering activities and events successfully, using maps, diagrams or photographs
- Taken part in problem-solving activities that have a clear focus on plan–do–review

**Athletics it is helpful if the pupils have:**

- Experienced running, jumping and throwing in an athletic form.

**Gymnastics it is helpful if the pupils have:**

- Performed a sequence using contrasting and matching shapes with a partner
- Learnt ways of linking actions
- Set out mats safely and efficiently

**Cross-curricular knowledge**

- *(the knowledge drawn from other subjects to support understanding of concepts)*
- *PSHE (Alcohol, body awareness, Me in PE), Food Technology (What is in food groups?), Science (Body Systems)*

**Curriculum links to careers**

- *(specific examples of lessons and/or units in which work related learning will be explicitly taught)*

Year 7 Curriculum links to careers – Unit of Work HRF

Within the HRF unit it is the intention to prepare students for dealing with the public by giving them a good grounding in how to assist in instructing exercise and fitness programmes to individuals with low fitness levels. (Links to FIT3:16 business) Specific examples of lessons where work related learning will be explicitly taught

**Lesson 1**

- Video of Fitness Instructor (Owner of FIT3:16), introduction of unit.
- Students learn about HR and exercise / warm up , cool down and why this is important knowledge for fitness instructors.
- Importance of step test / how to administer / perform and interpret data against normative values.

**Lesson 2**

- As fitness instructor lead 4 minute warm in groups of 6 Importance of 12 min Cooper test / how to administer / PAR-Q form / Borg scale / perform and interpret data against normative values.

**Lesson 3**

- As fitness instructor lead 4 minute warm in groups of 6.
- Importance of skill related fitness tests / how to administer / perform and interpret data against normative values.
- How fitness instructors would have to consider reliability of retests of a performer and the validity of tests.

**Lesson 4**

- Theory lesson video of male and female fitness instructors discussing/possible Q&A session:
- What you will do as a fitness instructor
- What skills are required as a fitness instructor
- The career path for a fitness instructor

**Lesson 5**

- As fitness instructor lead 4 minute warm in groups of 6 (Vocational)
- Understand why fitness instructors use circuit training as a method of training
- Understand why fitness instructors should insist on correct techniques
- Understand why fitness instructors use goals for their clients.

- Participate in a circuit training programme recording results against targets (Vocational).

#### **Lesson 6**

- As fitness instructor lead 4 minute warm in groups of 6 (Vocational)
- Understand why fitness instructors use interval training as a method of training
- Understand how to devise a personalised interval training programme. (Vocational)

#### **Lesson 7**

- Participate in personalised interval training session recording resting and recovery heart rates.

#### **Lesson 8**

##### Vocational Task

You have been appointed as an assistant fitness instructor at FIT3:16 to work with 10 sedentary older people (aged 60+). Your task is to devise an introductory circuit training programme in their sports hall.

Students are to devise a circuit consisting of 10 stations. Points to consider when devising the circuit for the age group.

- The type of exercise and the component of fitness its developing. (Consider how the exercise can be adapted so that it can be easily performed by the target group?)
- Include at least one exercise for each component of fitness.
- Equipment required
- Duration (time) or number of repetitions for each exercise
- Rest period between each exercise

#### **Procedural knowledge**

- *(the subject specific skills that students will need to learn in order to demonstrate their understanding of the subject knowledge)*

#### **Invasion games**

- Football – Inside of the foot pass – Receiving – Dribbling – Shooting – Tackling – To incorporate the skills into a small/full sided game.
- Basketball – Ball familiarisation – Passing and Receiving – Dribbling – Shooting - Set shot– To incorporate the skills into a small/full sided game.
- Hockey – Moving with the ball – Push pass – The block tackle – Maintain possession/Creation of space – To incorporate the skills into a small/full sided game.
- Rugby – Hold, catch and pass a rugby ball – Tackling technique – To incorporate the skills into a small/full sided game.
- Netball – Passing – Footwork – Dodging – Shooting – Identify the roles of each playing position and the areas permitted – To incorporate the skills into a small/full sided game.
- Handball – Gripping - Pick up and pass - Shooting - Jump shot - Fast break - Support play – Teamwork - Screening - Dribbling – Marking – Intercepting - Blocking

#### **Over the net games**

- Tennis – Racket and ball familiarisation – Forehand groundstroke – Backhand groundstroke – Basic serves – To incorporate the skills into a small/full sided game.

#### **Striking and fielding games**

- Rounders – Underarm and overarm throwing – Catching techniques – Bowling – Batting
- Cricket - Underarm and overarm throwing – Catching techniques – Long Barrier – On/Off Drive – Seam Bowling

#### **Health related fitness**

- Measure resting and working heart rates – Perform circuit training activities – Fitness tests (Multi Stage Fitness Test, 12 minute Cooper test, 30m Sprint, Ruler drop test, Vertical jump test, Standing board jump, Illinois agility test, Hand wall ball toss test, Stalk stand) – Cross country



**Athletics**

- Running to include sprinting – Sprint start (perform semi and crouched start) – Middle distances – Relay exchange – Effective hurdling technique.
- Throwing to include – Shot putt – Javelin – Discus
- Jumping to include – Long jump – Triple jump – High jump

**Gymnastics**

- Jumps – Basic roles – Individual and partner balance (demonstrating tension and extension)