CURRICULUM MAP: BOYS PE YEAR 7



| | | | | | | | EOY Assessment Point |
|---|---|---|--|---|--|--|--|
| | | | | | | HT6: Athletics Field / Cricket | HT1 – HT6 |
| | | | | | HT5: Athletics Track / Cricket | Overarching unit intent: | Key Disciplinary Knowledge |
| | | | HT4: Badminton / Table tennis / Basketball | Assessment Point: Summative or AFL | Overarching unit intent: | Acquisition of new skills and techniques. | Basic motor skills, hand- |
| | | HT3: Badminton / Table tennis | Overarching unit intent: | HT3 and HT4 (with elements of HT1 and HT2) | Acquisition of new skills and techniques. Measure and improve | Measure and improve power and distance. Analyse performance | cardiovascular fitness. Speed, power. |
| HT2: Football / Dance | Assessment Point: Summative or AFL | Overarching unit intent: | Acquisition of new skills and techniques. | Key disciplinary | speed and cardiovascular fitness. | compared to previous one and demonstrate improvement to | Recapping core skills learn in previous units. |
| Overarching unit intent: | HT1 & HT2 | Acquisition of new skills and techniques. | Embed the physical development skills | Basic motor skills, hand- | compared to previous one and demonstrate | achieve their personal best. | <u>Key Concepts</u> |
| Acquisition of new skills and techniques. | assessed based on their ability and group | compared to others and demonstrate | that pupils become more competent and | coordination, cardiovascular fitness. | achieve their personal best. | Embed the physical development skills learned in KS1 & KS2 | Embed physical development and skills |
| Embed the physical development skills | and after the badminton unit. | Embed the physical | techniques. | Recapping core skills learnt in previous units. | Embed the physical development skills | so that pupils become more competent and confidence in their | learnt, Understand what makes a performance effective, |
| that pupils become more competent and | taught in mixed ability. | learned in KS1 & KS2 so that pupils become | Grip of the racquet, Backhand low serve, | W. C | that pupils become more competent and | techniques. Athletics Field: | Self / peer assessment in order for them to achieve a personal best. |
| confidence in their techniques. | <u>knowledge</u> | confidence in their techniques. | maintain a rally, high serve, drop shot, | Embed physical | techniques. | Shot putt, discus, javelin, long jump, triple jump. | Develop confidence and interest in sports and activities for out of school |
| Baseline assessment of football, badminton and cardiovascular | eye, foot-eye coordination, | Badminton: Grip of the racquet, | half court games. | learnt, Understand what | 60m, 100m, 150m, 200m, 300m, 600m, | HT 2 re-visit | Engage in competitive games and sport. |
| Football: | | basic overhead shot to maintain a rally, high | Grip of bat, Backhand push shot, | effective, Self / peer assessment, | Cricket: | Cricket: Re-visit core skills and techniques to enhance | Cross curricular links |
| techniques, ball control, possession | Embed physical | conditioned games, half court games. | and rules, conditioned games, full games. Engage in competitive | interest in sports and activities for out of school. | stance, overarm bowling technique, batting strokes, fielding | ability to perform in competitive game situations. | Maths, Science, CPSHCI |
| conditioned games and small side games focusing on passing, | learnt, Understand what makes a performance | Table Tennis: Grip of bat, Backhand push shot, | games and sport. Basketball: | Engage in competitive games and sport. | catching and throwing. Conditioned games with user friendly ball. | | |
| | Overarching unit intent: Acquisition of new skills and techniques. Embed the physical development skills learned in KS1 & KS2 so that pupils become more competent and confidence in their techniques. Baseline assessment of football, badminton and cardiovascular fitness ability. Football: Basic passing techniques, ball control, possession based drills, conditioned games and small side games | Overarching unit intent: Acquisition of new skills and techniques. Embed the physical development skills learned in KS1 & KS2 so that pupils become more competent and confidence in their techniques. Baseline assessment of football, badminton and cardiovascular fitness ability. Football: Basic passing techniques, ball control, possession based drills, conditioned games and small side games Bull to the thir technique of the | HT2: Football / Dance Assessment Point: Summative or AFL Overarching unit intent: Acquisition of new skills and techniques. Acquisition of new skills and techniques. Embed the physical development skills learned in KS1 & KS2 so that pupils become more competent and confidence in their techniques. Baseline assessment of football, badminton and cardiovascular fitness ability. Basic passing techniques, ball control, possession based drills, conditioned games and small side games HT1 & HT2 Acquisition of new skills and techniques. Analyse performance compared to others and demonstrate improvement. Embed the physical development skills learned in KS1 & KS2 so that pupils become more competent and confidence in their techniques. Basic motor skills, handeye, foot-eye coordination, cardiovascular fitness. Basic passing techniques, ball control, possession based drills, conditioned games and small side games Acquisition of new skills and techniques. Acquistion of new skills and techniques. Acquisition of new skills and techniques. Acquisition of new skills and techniques. Acquistion of new skills and techniques. Acquisition of new skills and techniques. 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Acquisition of new skills and techniques. Acquisition of new skills and techniques. Acquisition of new skills and techniques. Acquisition of new skills and techniques. Embed the physical development skills learned in KS1 & KS2 so that pupils become more competent and confidence in their techniques. Embed the physical development skills learned in KS1 & KS2 so that pupils become more competent and confidence in their techniques. Baseline assessment of football, badminton and cardiovascular fitness. Basic passing techniques, ball control, possession based drills, conditioned games and small side games Learned in KS1 & KS2 so that pupils become more competent and confidence in their techniques. Badminton: Grip of the racquet, Backhand low serve, basic overhead shot to maintain a rally, high serve, drop shot, conditioned games, half court games. Table Tennis: Grip of bat, Table Tennis: Grip of bat, Table Tennis: Embed the physical development and skills learned in KS1 & KS2 so that pupils become more competent and confidence in their techniques. Badminton: Grip of the racquet, Backhand low serve, basic overhead shot to maintain a rally, high serve, drop shot, conditioned games, half court games. Grip of bat, Table Tennis: Grip of bat, | HT2: Football / Dance Overarching unit intent: Acquisition of new skills and techniques. Embed the physical development skills learned in KS1 & KS2 so that pupils become more competent and confidence in their techniques. Baseline assessment of football, badminton and cardiovascular fitness ability. Football: Basic passing techniques, ball control, possession based drills, conditioned games, aball control, possession based drills, conditioned games and small side games HT3: Badminton / Table tennis Overarching unit intent: Acquisition of new skills and techniques. Acquisition of new skills and techniques. Acquisition of new skills and techniques. Analyse performance competent skills learned in KS1 & KS2 so that pupils become more competent and confidence in their techniques. Embed the physical development skills learned in KS1 & KS2 so that pupils become more competent and confidence in their techniques. Baseline assessment of football, badminton and cardiovascular fitness. Baseline assessment of football. Basic passing techniques, ball control, possession based drills, conditioned games, half court games. Embed physical development and skills learnt. Table Tennis: Grip of bat, Backhand low serve, basic overhead shot to maintain a rally, high serve, drop shot, conditioned games, half court games. Football: Basic passing techniques, ball control, possession based drills, conditioned games, half court games. Embed physical development and skills learnt. Table Tennis: Grip of bat, Backhand low serve, basic overhead shot to maintain a rally, high serve, drop shot, conditioned games, half court games. Football: Basic passing techniques. Acquisition of new skills and techniques. Badminton: Grip of the racquet, Backhand low serve, basic overhead shot to maintain a rally, high ser | HT2: Football / Dance Overarching unit intent: Acquisition of new skills and techniques. Basil sand techniques. Basil made techniques. Basil made techniques. Embed the physical development skills learned in K51 & K52 of that pupils become more competent and confidence in their techniques. Basil made the physical development skills learned in K51 & K52 so that pupils become more competent and confidence in their techniques. Basic motor skills, hander the physical development skills learned in K51 & K52 so that pupils become more competent and confidence in their techniques. Basic motor skills, hander the physical development skills learned in K51 & K52 so that pupils become more competent and con | HT2: Football / Dance Assessment Point: Summative or AFL Saskethall Describing unit intent: Acquisition of new skills and techniques. Acquisition of n |



| small sided games (touch/ full contact). | Engage in competitive games and sport. | Self / peer assessment, Develop confidence and interest in sports and | games, full games. Engage in competitive games and sport. | weave, dribbling skills and ball handling skills, lay-up, shooting | | |
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| | Dance: | activities for out of | | games, conditioned | | |
| Fitness: | To perform the main | school. | | games, small sided | | |
| Baseline fitness test, | dance actions, develop | Engage in competitive | | games. Engage in | | |
| Introduction to | a motif, space, | games and sport. | | competitive games and | | |
| different methods of | relationships, | | | sport. | | |
| training | dynamics, perform in | | | | | |
| Circuit training | front of peers | | | | | |
| Continuous and interval | | | | | | |
| interval | | | | | | |
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