CURRICULUM MAP: GIRLS PE YEAR 7



| | | | | | | | | EOY Assessment Point |
|---|--|--|--|--|---------------------------------------|---|---|--|
| | | | | | | | HT6: Athletics Field / | HT1 – HT6 |
| | | | | | | | Rounders | |
| | | | | | | HT5: Athletics Track | Overarching unit | Key Disciplinary |
| | | | | | | / Rounders | intent: | <u>Knowledge</u> |
| | | | | HT4: Rugby/ Gymnastics/Fitness | Assessment Point: Summative or AFL | Overarching unit intent: | Acquisition of new skills and techniques. | Basic motor skills, hand- eye, foot-eye coordination, |
| | | | HT3: Football/Hockey | Overarching unit intent: | HT3 and HT4 (with elements of HT1 | Acquisition of new skills and techniques. | Measure and improve power and distance. | cardiovascular fitness. Speed, power. |
| | HT2: Badminton/Football/ | Assessment Point: Summative or AFL | Overarching unit intent: | Acquisition of new | and HT2) | Measure and improve speed and | Analyse performance compared to previous | Recapping core skills learnt |
| | Netball | | ment | skills and techniques. | Individuals are | cardiovascular fitness. | one and demonstrate | in previous units. |
| HT1: Fitness/ Netball/ | Overarching unit | HT1 & HT2 | | | assessed in gymnastics | Analyse performance | improvement to | |
| Badminton | intent: | | Acquisition of new | Embed the physical | on their creativity, | compared to previous | achieve their personal best. | |
| Overarching unit | | Individuals are taught | skills and techniques. | development skills | technique and ability | one and demonstrate | Dest. | Key Concepts |
| intent: | Acquisition of new | in mixed ability groups | Analyse performance | learned in KS2 & KS3 so | to link the movements | improvement to | Embed the physical | |
| | skills and techniques. | for badminton, netball | compared to others and demonstrate | that pupils become more competent and | together into a sequence. | achieve their personal best. | development skills | Embed physical |
| Acquisition of new | marked the short of the | and fitness. | improvement. | confidence in their | sequence. | Dest. | learned in KS2 & KS3 | development and skills |
| skills and techniques. | Embed the physical development skills | Key disciplinary | improvement. | techniques. | Individuals are taught | Embed the physical | so that pupils become | learnt, |
| Embed the physical | learned in KS2 & KS3 so | knowledge | Embed the physical | | in mixed ability groups | development skills | more competent and | Understand what makes a |
| development skills | that pupils become | <u>knowledge</u> | development skills | Rugby | for football, rugby, | learned in KS2 & KS3 so | confidence in their | performance effective, Self / peer assessment in |
| learned in KS2 & KS3 so | more competent and | Basic motor skills, hand- | learned in KS2 & KS3 so | | hockey and fitness. | that pupils become | techniques. | order for them to achieve |
| that pupils become | confidence in their | eye, coordination, | that pupils become | Basic passing and | | more competent and | Athletics Field: | a personal best. |
| more competent and | techniques. | cardiovascular fitness. | more competent and | receiving drills, ball | Key disciplinary | confidence in their | Shot putt, discus, | Develop confidence and |
| confidence in their | | | confidence in their | familiarisation, passing and receiving on the | <u>knowledge</u> | techniques. | javelin, long jump, | interest in sports and |
| techniques. | N. 11 . 11 | | techniques. | move, introduce the | Basic motor skills, hand- | Athletics Track: | triple jump. | activities for out of school. |
| Deceline eccentrated | Netball: Development of the | Key Concepts | Hockey: | concept of running | eye, foot-eye | 60m, 100m, 150m, | | Participate and compete in |
| Baseline assessment of netball, badminton and | basic passes, passing to | Embed physical | Correct grip of the | forwards, passing | coordination, | 200m, 300m, 600m, | HT 2 re-visit | activities that build |
| cardiovascular fitness | a partner on the move, | development and skills | hockey stick, basic | backwards, | cardiovascular fitness. | 800m and relay. | | character and help to embed values such as |
| ability. | retaining possession of | learnt, | dribbling, push pass | conditioned games and | | | Rounders: | fairness and respect. |
| | the ball, playing under | Understand what | technique, receiving a | small sided games. | Recapping core skills | Rounders | Re-visit core skills and | tonness and respect. |
| Netball: | pressure in more small | makes a performance | pass, introduction to | | learnt in previous units. | Crin of hot hosis | techniques to enhance | |
| Basic passing | sided game situations. | effective, | reverse stick work, | Gymnastics | | Grip of bat, basic stance, underarm | ability to perform in | |
| techniques, footwork, | Dedminten | Self / peer assessment, | conditioned games, and small sided games. | Introduction to the | | bowling technique, | competitive game | |
| possession based drills, | Badminton: Develop tactics within | Develop confidence and interest in sports and | and sman sided games. | basic shapes forming | Key Concepts | batting strokes, fielding | situations. | |
| movement into space, conditioned games and | the game. Grip of the | activities for out of | Football: | the basis of all | | catching and throwing, | | |
| small side games | racquet, | school. | | gymnastics moves, | Embed physical | overarm and | | |
| entitien onder Barries | | | Basic passing | develop balance | development and skills | underarm. | | |
| | | | techniques, ball | movements utilising a | learnt, | | | |

With God all things are possible Matthew 19:26



| focusing on passing, movement and footwork. | Backhand low serve, basic overhead shot to maintain a rally, drop shot, conditioned | Participate and compete in activities that build character and help to embed values | control, possession based drills, conditioned games and small side games | variety of body parts, develop core strength in order to achieve balance positions, | Understand what makes a performance effective, Self / peer assessment, | Conditioned games with differentiated bats and balls. | |
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| Badminton: Grip of the racquet, Backhand low serve, | games, half court games. | such as fairness and respect. | focusing on passing, movement and control. | Encourage creativity in travel movements, link movements together | Develop confidence and interest in sports and activities for out of | | |
| basic overhead shot to maintain a rally, drop | Football: | | | to create a sequence, develop the quality of | school. | | |
| shot, conditioned games, half court games. | Basic passing techniques, ball control, possession- | | | the movement, and introduce aesthetics of a good performance. | Participate and compete in activities that build character and | | |
| Fitness: | based drills, conditioned games and | | | Fitness: | help to embed values such as fairness and | | |
| Baseline fitness tests, introduction to various | small side games focusing on passing, | | | Review HT1 Review progress in | respect. | | |
| methods of training; continuous, circuit, | movement and control. | | | fitness test. Develop methods of | | | |
| interval. 6 minute run | | | | training to allow for adaptations to take place. | | | |
| | | | | place. | | | |
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