

CURRICULUM MAP:
GIRLS PE
YEAR 7



ST JAMES'
CATHOLIC HIGH SCHOOL

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



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