



CURRICULUM MAP:  
GIRLS PE  
YEAR 7

							HT6: Rounders/ Cricket	EOY Assessment HT1 – HT6
							HT5: Athletics	<b>Key Disciplinary Knowledge</b>  Basic motor skills, eye, foot-eye coordination, cardiovascular fitness. Speed, power.  Recapping core skills in previous units.  <b>Key Concepts</b>  Embed physical development and skills learnt, Understand what makes a performance effective. Self / peer assessment order for them to achieve a personal best. Develop confidence and interest in sports activities for out of school. Participate and complete activities that build character and help embed values such as fairness and respect.  Engagement and behaviour: Lesson paced appropriately. Teachers are engaged with the children through...
							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 confident in their techniques.  Rounders  Grip of bat, basic stance, underarm bowling technique, batting strokes, fielding catching and throwing, overarm and underarm.  Conditioned games with differentiated bats and balls.  Cricket:	
			<b>HT3: Football/Hockey</b>	<b>HT4: Tag Rugby/ Gymnastics</b>	<b>Assessment Point: Summative or AFL</b>			
	<b>HT2: Badminton/ Netball</b>	<b>Assessment Point: Summative or AFL, teaching &amp; learning pillars</b>	<b>Overarching unit intent:</b>	<b>Overarching unit intent:</b>	<b>HT3 and HT4 (with elements of HT1 and HT2)</b>	<b>Overarching unit intent:</b>		
<b>HT1: Baseline testing/netball/ Badminton</b>	<b>Overarching unit intent:</b>	<b>HT1 &amp; HT2</b>						
<b>Overarching unit intent:</b>  Acquisition of new skills and techniques.  Embed the physical development skills learned in KS2 & KS3 so that pupils become more competent and confident in their techniques.  Baseline assessment of netball, throwing, sprinting and cardiovascular fitness ability.  Netball: Basic passing techniques, footwork, possession based drills,	Acquisition of new skills and techniques.  Embed the physical development skills learned in KS2 & KS3 so that pupils become more competent and confident in their techniques.  Netball: 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.  Badminton:	Individuals are taught in mixed ability groups for badminton, netball and fitness.  <b>Key disciplinary knowledge</b>  Basic motor skills, hand-eye, coordination, cardiovascular fitness.  <b>Key Concepts</b>  Embed physical development and skills learnt, Understand what makes a performance effective, Self / peer assessment, Develop confidence and interest in sports and	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 confident in their techniques.  Hockey: 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.  Football:	Embed the physical development skills learned in KS2 & KS3 so that pupils become more competent and confident in their techniques.  Tag Rugby  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.  Gymnastics  Introduction to the basic shapes forming the basis of all gymnastics moves,	HT3 and HT4 (with elements of HT1 and HT2)  Individuals are assessed in gymnastics on their creativity, technique and ability to link the movements together into a sequence.  Individuals are taught in mixed ability groups for football, rugby, hockey and fitness.  <b>Key disciplinary knowledge</b>  Basic motor skills, hand-eye, foot-eye coordination, cardiovascular fitness.  Recapping core skills learnt in previous units.  <b>Key Concepts</b>	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.  Embed the physical development skills learned in KS2 & KS3 so that pupils become more competent and confident in their techniques.  Athletics Track: 60m, 100m, 150m, 200m, 300m, 600m, 800m and relay.  Athletics Field events: Shot putt, discuss, javelin, long jump, triple jump.		



<p>movement into space, conditioned games and small side games 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>Develop tactics within the game. Grip of the racquet, Backhand low serve, basic overhead shot to maintain a rally, drop shot, conditioned games, half court games.</p>	<p>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>Engagement and behaviour: Lessons are paced appropriately, teachers are engaged with the children through their passion and love for their subject.</p> <p>Adaptive teaching: All activities are accessible.</p> <p>Career paths are discussed in lessons. PE Teacher Sports Coach Physiotherapist Sport Psychologist Armed forces Personal Trainer Nutritionist</p>	<p>Basic passing techniques, ball control, possession based drills, conditioned games and small side games focusing on passing, movement and control.</p>	<p>develop balance movements utilising a 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>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.</p> <p>Participate and compete in activities that build character and help to embed values such as fairness and respect.</p> <p>Engagement and behaviour: Lessons are paced appropriately, teachers are engaged with the children through their passion and love for their subject.</p> <p>Adaptive teaching: All activities are accessible.</p> <p>Deepening knowledge and understanding: Teachers model deep understanding of their subject.</p> <p>Assessment and feedback: Questioning is used to check understanding.</p>		<p>Grip of bat, basic stance, overarm bowling technique, batting strokes, fielding catching and throwing. Conditioned games with user friendly ball.</p>	<p>passion and love for subject.</p> <p>Adaptive teaching: activities are accessible.</p> <p>Deepening knowledge and understanding: Teachers model deep understanding of their subject.</p> <p>Assessment and feedback: Questioning is used to check understanding.</p> <p>Developing global citizens: Pupils are considerate and friendly to their peers. The classroom is inclusive of all needs.</p> <p>Career paths are discussed in lessons. PE Teacher Sports Coach Physiotherapist Sport Psychologist Armed forces Personal Trainer Nutritionist</p>
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**Catholic social teaching:**

The common good: Pupils are given the opportunity to flourish in PE, they can achieve excellence when mastering basic skills, attending extracurricular clubs and representing the school in competitions.



**ST JAMES'**  
CATHOLIC HIGH SCHOOL

Rights and responsibilities:  
Pupils are taught to be responsible for leading their team, working together and respecting the rules.

Participation:  
Pupils participate in all lessons, those who cannot physically take part in the PE lesson participate by taking on the role of umpiring, coaching, time keeping or scoring.