CURRICULUM MAP: GIRLS PE YEAR 7



								EOY Assessment
							HT6: Rounders/	HT1 – HT6
							Cricket	
						HT5: Athletics	Overarching unit	Key Disciplina
				HT4: Tag Rugby/	Assessment Point:	Overarching unit	intent:	Knowledge
				Gymnastics	Summative or AFL	intent:		
							Acquisition of new	Basic motor skills,
			HT3: Football/Hockey	Overarching unit	HT3 and HT4	Acquisition of new	skills and techniques. Measure and improve	eye, foot-eye coord
				intent:	(with elements of HT1	skills and techniques.	power and distance.	cardiovascular fit
	HT2: Badminton/	Assessment Point:	Overarching unit		and HT2)	Measure and improve	Analyse performance	Speed, power
	Netball	Summative or AFL,	<u>intent:</u>	Acquisition of new		speed and	compared to previous	Deservative serve shill
		teaching & learning		skills and techniques.	Individuals are	cardiovascular fitness.	one and demonstrate	Recapping core skill in previous uni
	O secolization in	pillars	A convicition of a	Embed the physical	assessed in gymnastics on their creativity,	Analyse performance compared to previous	improvement to	in previous uni
HT1: Baseline testing/netball/	Overarching unit	HT1 & HT2	Acquisition of new skills and techniques.	development skills	technique and ability	one and demonstrate	achieve their personal	
Badminton	<u>intent:</u>	Individuals are taught	Analyse performance	learned in KS2 & KS3 so	to link the movements	improvement to	best.	Kou Concern
Overarching unit	Acquisition of new	in mixed ability groups	compared to others	that pupils become	together into a	achieve their personal		<u>Key Concept</u>
intent:	skills and techniques.	for badminton, netball	and demonstrate	more competent and	sequence.	best.	Embed the physical	Embed physic
meenei		and fitness.	improvement.	confident in their			development skills	development and
Acquisition of new	Embed the physical			techniques.	Individuals are taught	Embed the physical	learned in KS2 & KS3 so that pupils become	learnt,
skills and techniques.	development skills	Key disciplinary	Embed the physical		in mixed ability groups	development skills	more competent and	Understand what n
	learned in KS2 & KS3 so	<u>knowledge</u>	development skills	Tag Rugby	for football, rugby,	learned in KS2 & KS3 so	confident in their	performance effe
Embed the physical	that pupils become		learned in KS2 & KS3 so		hockey and fitness.	that pupils become	techniques.	Self / peer assessm
development skills	more competent and	Basic motor skills, hand-	that pupils become	Basic passing and		more competent and		order for them to a
learned in KS2 & KS3 so	confiden in their	eye, coordination,	more competent and	receiving drills, ball familiarisation, passing	Key disciplinary knowledge	confident in their techniques.		a personal bes
that pupils become	techniques.	cardiovascular fitness.	confident in their techniques.	and receiving on the	knowledge	techniques.	Rounders	Develop confidence
more competent and confident in their			techniques.	move, introduce the	Basic motor skills, hand-	Athletics Track:		interest in sports
techniques.	Netball:	Key Concepts	Hockey:	concept of running	eye, foot-eye	60m, 100m, 150m,	Grip of bat, basic	activities for out of
teeninques.	Development of the	ney concepto	Correct grip of the	forwards, passing	coordination,	200m, 300m, 600m,	stance, underarm	Participate and com activities that b
Baseline assessment of	basic passes, passing to	Embed physical	hockey stick, basic	backwards,	cardiovascular fitness.	800m and relay.	bowling technique,	character and he
netball, throwing,	a partner on the move,	development and skills	dribbling, push pass	conditioned games and			batting strokes, fielding catching and	embed values su
sprinting and	retaining possession of	learnt,	technique, receiving a	small sided games.	Recapping core skills	Athletics Field events:	throwing, overarm and	fairness and resp
cardiovascular fitness	the ball, playing under	Understand what	pass, introduction to		learnt in previous units.	Shot putt, discuss,	underarm.	
ability.	pressure in more small	makes a performance	reverse stick work,	Gymnastics		javelin, long jump,	Conditioned games	Engagement a
	sided game situations.	effective,	conditioned games,	Introduction to the		triple jump.	with differentiated	behaviour: Lessor
Netball:	Deduciations	Self / peer assessment,	and small sided games.	basic shapes forming	Key Concepts		bats and balls.	paced appropria
Basic passing techniques, footwork,	Badminton:	Develop confidence and interest in sports and	Football:	the basis of all	Key concepts			teachers are engage
possession based drills,		interest in sports and	rootball.	gymnastics moves,			Cricket:	the children throug
possession based drills,				Simustics moves,				

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movement into space,	Develop tactics within	activities for out of	Basic passing	develop balance	Embed physical	Grip of bat, basic	passion and love for
conditioned games and	the game. Grip of the	school.	techniques, ball	movements utilising a	development and skills	stance, overarm	subject.
small side games	racquet,	Participate and	control, possession	variety of body parts,	learnt,	bowling technique,	
focusing on passing,	Backhand low serve,	compete in activities	based drills,	develop core strength	Understand what	batting strokes,	Adaptive teachin
movement and	basic overhead shot to	that build character and	conditioned games and	in order to achieve	makes a performance	fielding catching and	activities are acces
footwork.	maintain a rally, drop	help to embed values	small side games	balance positions,	effective,	throwing. Conditioned	
	shot, conditioned	such as fairness and	focusing on passing,	Encourage creativity in	Self / peer assessment,	games with user	Deepening knowled
Badminton:	games, half court	respect.	movement and control.	travel movements, link	Develop confidence and	friendly ball.	understanding: Tea
Grip of the racquet,	games.			movements together	interest in sports and		model deep unders
Backhand low serve,		Engagement and		to create a sequence,	activities for out of		of their subjec
basic overhead shot to		behaviour: Lessons are		develop the quality of	school.		
maintain a rally, drop		paced appropriately,		the movement, and			Assessment and fee
shot, conditioned		teachers are engaged		introduce aesthetics of	Participate and		Questioning is us
games, half court		with the children		a good performance.	compete in activities		check understan
games.		through their passion			that build character and		
		and love for their			help to embed values		Developing global o
		subject.			such as fairness and		citizens: Pupils are
					respect.		considerate and f
		Adaptive teaching: All					peers. The classro
		activities are accessible.			Engagement and		inclusive of all ne
					behaviour: Lessons are		
		Career paths are			paced appropriately,		
		discussed in lessons.			teachers are engaged		Career paths are dis
		PE Teacher			with the children		in lessons.
		Sports Coach			through their passion		PE Teacher
		Physiotherapist			and love for their		Sports Coach
		Sport Psychologist			subject.		Physiotherapi
		Armed forces					Sport Psycholog
		Personal Trainer			Adaptive teaching: All		Armed forces
		Nutritionist			activities are accessible.		Personal Train
							Nutritionist
					Deepening knowledge		
					and understanding:		
					Teachers model deep		
					understanding of their		
					subject.		
					Assessment and		
					feedback: Questioning		
					is used to check		
					understanding.		

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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.				

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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.