

Subject: PE **Year** 7 **Ability:** All

Term / Date(s)	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
Topic	Invasion Games Basketball, Rugby Football, Netball	Net/wall and Striking and Fielding Badminton, Table Tennis, Rounders, Cricket	Fitness	Athletics	Aesthetics (Dance, Gymnastics)	OAA/ Problem Solving (Problem solving)
Topic overview Pupils will learn...	<p>To identify the rules of each sport to enable students to participate fairly and safely.</p> <p>To apply basic techniques in isolation and conditioned situations.</p> <p>To demonstrate ways of working with others to attack and defend</p> <p>How to identify components of fitness used in invasion sports</p>	<p>Table Tennis/Badminton</p> <ol style="list-style-type: none"> To be able to play the basic shots To be able to hold a rally To understand how to score <p>Rounders/Cricket</p> <ol style="list-style-type: none"> To be able to throw and catch with control To be able to strike a moving ball To be able to bowl with accuracy. 	<ol style="list-style-type: none"> To understand the different components of fitness To understand a range of fitness tests and protocols Explain how different components impact a variety of sporting performances Understand how to safely prepare the body for exercise Understand the techniques of different exercises to perform them safely. 	<p>To understand the safety elements of each event and the appropriate rules.</p> <p>To demonstrate an understanding of how to throw, run and jump in a variety of events using different techniques.</p>	<p>Gymnastics</p> <ol style="list-style-type: none"> Explore various forms of travel and understand how to make travel look aesthetically pleasing. A variety of individual and paired balances. A variety of rolls and how to combine travel, balances and rolls. How to create a basic individual routine. To identify areas of strength and weakness within a performance <p>Dance</p> <ol style="list-style-type: none"> To be able to link different movements together using a basic 8 count To replicate actions delivered by a teacher in time to music. Apply different forms of travel, turns and balances within a routine To identify strengths and weaknesses in performances. 	<ol style="list-style-type: none"> Demonstrate effective problem solving skills. Students will develop different ways of communicating effectively with others. To be able to read an eight point compass accurately. To use larger points of interest to identify where they are and navigate an area.
Components	<p>Students understand the most important rules from each sport in order to play a small sided game safely and fairly.</p> <p>Students learn a range of techniques which will allow them to attack and defend within a game context. Passing and ball control techniques will be delivered in the first lessons as they will prepare students for basic forms of attack</p>	<p>Net/wall</p> <p>Students will perform a range of serves.</p> <p>Students will apply the basic rules and regulations within modified games to allow them focus key skills. Students will learn the different grips and be able to perform forehand/backhand shots to maintain a rally or win a point.</p>	<p>Students will learn the 10 components of fitness which will allow them to understand how they are needed in all sports. Students will learn the correct fitness test for each component of fitness enabling them to understand the key elements. Students will learn the basic rules/protocols of each test allowing</p>	<p>Students will learn the basic safety rules within each activity to allow them to perform safely and avoid injury. Students will learn how to hold various equipment safely.</p> <p>Students will learn a number of techniques in each discipline to</p>	<p>Gymnastics</p> <p>Students will develop their knowledge and performance on travel, movements and balance.</p> <p>Students will develop their understanding and application of unison and</p>	<p>Students will learn how to work as a team to overcome problems.</p> <p>Students develop a range of communication skills to allow them respectfully listen to others and to allow them to work effectively with others</p>

	<p>in order to prepare them for conditioned games.</p> <p>Techniques such as tackling will follow; to teach students how to defend against the attacks formed through passing and dribbling.</p> <p>Finally attacking techniques such as shooting will be delivered. Students will learn the techniques required to score a goal in the sport.</p> <p>Throughout the delivery of techniques, students will be expected to assess themselves and others to identify strengths and development points.</p> <p>Challenge: Students requiring greater challenge will be expected to apply the techniques under greater pressure from opponents. They will have to use quicker decision making to apply the correct technique in order to be successful.</p>	<p>Striking and fielding</p> <p>Students will learn the cup and reverse cup technique for catching. Students will learn the under arm and over arm throwing technique. Students will also learn how to strike the ball using a bat in order to bat effectively. Students will apply the basic rules and regulations within modified games.</p> <p>Challenge: Students requiring greater challenge will be expected to independently apply the rules within a game context to ensure the game is being played fairly and accurately. Students will also be expected to select different shots in different situations to outwit their opponent.</p>	<p>them to understand effective/valid testing. Students will learn where different components of fitness will be needed in a variety of sporting scenarios.</p> <p>Challenge: Students will be challenged to push themselves physically to discover their own fitness capabilities. Students will be challenged to undertake additional fitness activities outside of school in their free time.</p>	<p>enable them to throw, jump and run safely.</p> <p>Students will be able to identify teaching points in each discipline through self or peer observation to allow them to understand key techniques for a range of track and field events.</p> <p>Challenge: Students will be challenged to transfer knowledge gained about components of fitness and show understanding of how these are relevant in athletics events. Students will be challenged physically using previous scores and records to strive towards.</p>	<p>canon and apply it to different performances.</p> <p>Dance</p> <p>Students will develop an understanding of different styles of dance in different eras.</p> <p>Students will develop an understanding of pathways and how to incorporate a variety of pathways into a routine.</p> <p>Students will begin to use dynamics within their routines to ensure they have a greater impact.</p> <p>Both</p> <p>Students will evaluate their own and other performances using keywords to improve and develop further.</p> <p>Students will develop an understanding of different relationships in dance/gymnastics and how to use formations to make routines look better.</p> <p>Students will learn how to link actions/ movements together through travel and turns.</p> <p>Challenge: Students will be challenged to combine taught aspects of a routine with their own moves which have been developed through creative thinking.</p>	<p>Students develop the ability to communicate both verbally and non-verbally within a group to situation to solve a range of problems.</p> <p>Students will learn how to orientate themselves around a specified area using a map.</p> <p>Students will be able to give clear and appropriate directions for others to follow.</p> <p>Challenge: Students will be challenged to take the lead within tasks and manage their group effectively in order to be successful.</p>
<p>What pupils should already know (prior learning components)</p>	<p>Students prior knowledge and ability are assessed in the first 2 weeks to group students accordingly.</p> <p>Students may have prior knowledge of some basic rules e.g. handball in football, how we score in a game etc.</p> <p>Students may have some limited prior knowledge of techniques and be able to identify a technique when shown but will lack the understanding how the technique is performed effectively.</p>	<p>Students will have limited prior knowledge of net/wall/striking and fielding games and the rules associated with them. Students will have basic knowledge of throwing and catching skills. Students will have basic fine motor skills.</p>	<p>Students will have limited knowledge of fitness components. With prompts and sporting examples students may be able to recall strength, speed and stamina (cardiovascular fitness).</p>	<p>Some students will have a basic knowledge of running technique when competing in sports hall athletics events. Students have developed basic fundamental skills (co-ordination, agility, balance). Some students will have experience of indoor throwing events; angle of release and side on stance when throwing.</p>	<p>Students will have some knowledge of forward, pencil and teddy bear rolls within gymnastics . All students will also know how to travel within a performance. Students will have knowledge of how to put together a sequence and what a sequence is.</p>	<p>Students will have limited knowledge of problem solving and orienteering skills unless they are involved in a scouts group. In key stage 2 students have covered OAA activities but currently this isn't seen on enter into year 7. Some basic problem solving skills maybe covered in other areas. Students will have some experience of working</p>

					Students will understand how to give feedback to peers using key terminology.	independently or within small groups
Transferrable knowledge (skills)	<p>Following through at your target when passing. Creating space in attack through movement off the ball. Triple threat position (Can I pass? Can I shoot? Can I dribble?) When defending keeping your eyes on the ball. How to restart games through different set plays (side lines). Basic passing techniques are one of the core skills to keeping possession of the ball moving into year 8. Shooting techniques in Yr7 (Bank shot in basketball) ensure students get in the correct positions to progress to lay ups in Yr8. Knowledge and accuracy of footwork rules allows drills and modified games to focus on the skills and ensure the games in Yr8 and Yr9 are more fluent. Students identify strengths and areas for development in performances referring to keywords/ teaching points. This knowledge allows them to give more detailed feedback in Yr8 & Yr9 with recommendations on how to improve.</p>	<p>Hand eye coordination skills. Keeping your eye on the ball during both catching and striking. Sideways stance and wide base to generate more power when striking the ball. Basic striking skills to enable students to hit different objects. Students identify strengths and areas for development in performances referring to keywords/ teaching points.</p>	<p>Students understand how key components of fitness can be referred to when evaluating performance in dance/ gymnastics.</p> <p>Students understand how key components of fitness are needed to enable them to perform athletics disciplines.</p>	<p>The basic side on stance for all throwing events and angles of release. Understanding of body position and how this can help to generate power. Students should understand which running events to pace themselves maintaining performance. Basic start positions and running techniques are the core skills across all running events. Basic one foot take-off techniques and two foot landing technique.</p>	<p>The use of space when creating routines. Unison and canon in both activities. The use of levels and directions to create a more aesthetically pleasing performance. Aesthetic appreciation of others works. Students identify strengths and areas for development in performances referring to keywords/ teaching points. Students will have a knowledge of the word formation from invasion games.</p>	<p>Listening skills and clear communication are used across all PE activities.</p> <p>Verbal and non-communication.</p> <p>Students identify strengths and areas for development in performances referring to keywords/ teaching points.</p> <p>To build students resilience to problems both in other activities but also in school/life.</p> <p>Development of confidence within group situation to allow them to lead warm ups, officiate and evaluate others performance.</p>
Key vocabulary pupil will know and learn	Possession, movement, space, passing, dribbling, shooting, opposition, closing down, jockeying, tackling, outwitting	Focus, side on, follow through, base, Forehand, backhand, grip, Hand eye coordination, timing	Strength, Power, agility, balance, flexibility, muscular endurance, cardiovascular endurance, reaction time, coordination, speed, validity, reliability	Safety, release, take-off, pacing, landing, co-ordination, power, speed, cardiovascular endurance	<p>Gymnastics Balance, levels, rolls, forward, backward, link, transition, fluency, tension, extension, cannon and unison.</p> <p>Dance Expression, travel, balances, canon, unison, formation, size, levels, direction, pathway, dynamics.</p>	Navigate, calculation, thinking, review, route, roles, listening, resilience, communication, Leadership
Assessment activities	<p>Football and Basketball</p> <ol style="list-style-type: none"> 1. Passing circle with 1 defender in the middle 2. Overload Attack vs defence 4v2 3. Possession game – 4v4 6 passes without interception = 1 goal. 4. Small sided games 3v3, 4v4 <p>Netball</p> <ol style="list-style-type: none"> 1. Passing lines 2. Passing circle with 2 defenders 	<p>Net/Wall</p> <ol style="list-style-type: none"> 1. Maintaining a rally competition. 2. Revisiting of basic shots from a feeder. 3. Students perform in a short game competition following the basic rules. <p>Striking and Fielding</p> <ol style="list-style-type: none"> 1. 3-way rounders match (1 team batting, 1 team on bases, 1 team in deep field). 25 balls per team. Students will perform in all 3 areas of 	<p>Fitness</p> <ol style="list-style-type: none"> 1. Written worksheet task on components of fitness and how they are used in different sports. 2. Practical assessment – students create their own body weight circuit session for an athlete of their choice and perform it showing technique and intensity. 	<p>Athletics</p> <p>Students to be assessed throughout each lesson and highest scores recorded down into their athletics record booklet. Every lesson should include:</p> <ol style="list-style-type: none"> 1. Measuring throws and jumps. 2. Timing track events 	<p>Dance</p> <ol style="list-style-type: none"> 1. Weekly end of lesson short performances covering each style of dance as taught during the lesson. 2. End of topic - Final small group routine lasting approximately 1 minute assessed using assessment criteria. 	<p>OAA</p> <ol style="list-style-type: none"> 1. Using the maps and skills acquired during the unit, Students are to complete the odds and evens assessment activity competing against another pair of a similar ability and their time of

	<p>3. Attack vs defence half court games</p> <p>4. 7v7 full court games.</p> <p>Rugby</p> <p>1. Passing circle with 2 rugby balls.</p> <p>2. 3v2 drawing the defender</p> <p>3. 3v3 attack vs defence over 10 meter distance.</p> <p>4. 6v6 small sided games over 40 meters.</p>	batter, on bases or in the field within the assessment lesson.			<p>Gymnastics</p> <p>1. Half way through topic, students to perform an individual routine containing travel, rolls and balances.</p> <p>2. End of topic assessment – students to plan and perform a paired or group routine to be assessed by a peer and the teacher.</p>	completion to be recorded.
Resources available	I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22	I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22	I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22	I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22	Power points and lesson plans available on the shared area.	I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22
Notes Why this topic is important...	<p>Students learn the basic skills to attack and defend. Students are able to understand the basic rules and how games are restarted.</p> <p>Chest pass, bounce pass, pop pass and instep pass are all basic skills which need to be mastered to allow students to work as part of team and keep possession.</p> <p>Tackle technique in rugby needs to be taught to ensure all students can safely prevent an opponent scoring.</p> <p>Students need to understand the basic rules of the game, so they can apply their skills within modified matches independently.</p>	<p>This activity allows students to develop their hand eye coordination (timing) in a number of different situations which are the core skills to be effective across all sports.</p>	<p>Students learn the key components as they can then understand what types of training improve which area of fitness. This also improves the quality of their evaluations. Students need to refer to these keywords throughout Sports Science(RO42) to understand the components they would design their training program on.</p> <p>Students need to refer to components of fitness when referring to sporting examples within the technology in sport unit to achieve the higher marking band.</p>	<p>To continue to develop the fundamental skills of running, jumping and throwing. Develop key fundamental skills transferred between sports. Deeper understanding of components of fitness which will transfer to other skills. Students understand how to follow rules to ensure safety. Students have the opportunity to experience competitive situations. Students are able to develop a self-awareness of their strengths and areas for development.</p>	<p>This allows all students to have a broad and balanced range of experiences across the national curriculum. They have the opportunity to develop their performance skills in front of their peers and evaluation skills. These activities will develop students confidence in performing in front of each.</p>	<p>This topic develops skills that enable students to work effectively as a team. These skills can then be used to ensure success in other invasion games. Compass skills are learnt to give students the basic knowledge in preparation for Orienteering in Yr8 and beyond. This topic aims to develop student's resilience which will enable students to work through problems that are put in front of them within life.</p>