

KS3 curriculum map – PE year 7

Year 7 Football	Key concept – what do I want the students to learn from this unit?	What knowledge will they acquire?	Rationale – why am I teaching this now?
	<p>Most pupils will: choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of getting ready for games; follow appropriate warm-up routines; identify the main aspects of a good performance; recognise weaknesses; suggest how a performance could be improved</p> <p><b>Some pupils will not have made so much progress and will:</b> choose and use skills that suit the games they play, showing greater strengths in some of the games than others; work with others in small teams to attack and defend; take on specific roles that suit their abilities; contribute to the organisation of a team; know that they need to prepare safely for games; follow warm-up routines they are given with some care; describe what they do best; work on ideas that they are given to improve their performance</p> <p><b>Some pupils will have progressed further and will:</b> choose and apply complex skills and techniques that are suited to games; use these skills and techniques fluently and precisely; plan and adapt team and individual tactics, varying them as the need arises; take a leading role in teams and have a significant impact on the games played; recognise the similarity in approaches between the games and adapt ideas and approaches willingly and easily; prepare for games, devising effective warm-up routines; understand the importance of cooling down; describe quality in performance clearly and precisely; decide how to improve different aspects of performance</p>	<p>1) Side foot pass the ball with accuracy and consistency. Use both feet to side foot pass the ball. Apply their skills to pass the ball effectively in a competitive situation.</p> <p>2) Control the ball on a number of different body parts. Control the ball accurately in order to maintain possession. Absorb the force of the ball in order for the ball to stay close to them.</p> <p>3) Use a step over to keep possession or beat an opponent. Use co-ordination of eyes and feet to dummy an opponent. Use a trick or skill to help to create space.</p> <p>4) Head the ball in the middle of their head. Direct the header by keeping their eyes open turning the body to direct the header. Demonstrate defensive and attacking headers.</p> <p>5) Demonstrate a block tackle using correct timing and technique. Demonstrate tackling whilst remaining on their feet. Use body strength to tackle an opponent.</p> <p>6) Understand when and how to support the attacking play, creating an overlap situation. Run past the play to create space. Display speed to create an over lap.</p> <p>7) Strike the ball on the laces of the foot. Create power through hip extension and flexion. Demonstrate accuracy by placing the ball away from the keeper. Use different shooting techniques.</p> <p>8) Explain which formations are defensive and which are attacking. Play in various positions within the different formations.</p>	<p>Football can be taught all year round however the pitches get heavy in Winter so we try to teach it before the Spring term.</p>

Year 7 Rugby	Key concept – what do I want the students to learn from this unit?	What knowledge will they acquire?	Rationale – why am I teaching this now?
	<p><b>Expectations</b>  <b>After carrying out the activities and core tasks in this unit.</b>  <b>Most pupils will:</b> choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of getting ready for games; follow appropriate warm-up routines; identify the main aspects of a good performance; recognise weaknesses; suggest how a performance could be improved</p> <p><b>Some pupils will not have made so much progress and will:</b> choose and use skills that suit the games they play, showing greater strengths in some of the games than others; work with others in small teams to attack and defend; take on specific roles that suit their abilities; contribute to the organisation of a team; know that they need to prepare safely for games; follow warm-up routines they are given with some care; describe what they do best; work on ideas that they are given to improve their performance</p> <p><b>Some pupils will have progressed further and will:</b> choose and apply complex skills and techniques that are suited to games; use these skills and techniques fluently and precisely; plan and adapt team and individual tactics, varying them as the need arises; take a leading role in teams and have a significant impact on the games played; recognise the similarity in approaches between the games and adapt ideas and approaches willingly and easily; prepare for games, devising effective warm-up routines; understand the importance of cooling down; describe quality in performance clearly and precisely; decide how to improve different aspects of performance</p>	<p>Pupils should be able to pass laterally, and understand that you can only pass flat or behind in rugby. Better pupils will come on to the ball with pace showing good handling skills</p> <p>Pupils will demonstrate how to cut back inside creating space for other players looping around. Pupils will also be able to spot where space is and when to attack it.</p> <p>Pupils will demonstrate how to tackle safely. Better pupils will present the ball and understand offside at the tackle</p> <p>Pupils will demonstrate how to ruck and secure their own ball. Some pupils will demonstrate counter rucking</p> <p>Pupils will demonstrate how to present, bridge, ruck and counter ruck their own and opponents possession. Learners will learn how to offload and demonstrate how offloading can put other players into gaps.</p> <p>Pupils will demonstrate and understand the roles of the prop, hooker and second row Pupils will demonstrate the rules and options available at lineout, including how to throw, catch and set</p>	<p>Rugby is taught at the start of the year when the pitches are useable and it also corresponds with the Fylde and Wyre Rugby Fixtures.</p>
Year 7 Netball	Key concept – what do I want the students to learn from this unit?	What knowledge will they acquire?	Rationale – why am I teaching this now?
	<p><b>Expectations</b>  <b>After carrying out the activities and core tasks in this unit.</b>  <b>most pupils will:</b> choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking</p>	<p>3 Can pass and shoot with reasonable accuracy and demonstrate a developing technique usually applied with co ordination and control. Can demonstrate techniques usually applied with co ordination and control to gain an advance over an opponent. Tactically awareness is improving and response to situations has started to vary. Can see</p>	<p>Netball is taught at various times throughout the Year.</p>

	<p>and defending; recognise and explain the importance of getting ready for games; follow appropriate warm-up routines; identify the main aspects of a good performance; recognise weaknesses; suggest how a performance could be improved.</p> <p><b>some pupils will not have made so much progress and will:</b> choose and use skills that suit the games they play, showing greater strengths in some of the games than others; work with others in small teams to attack and defend; take on specific roles that suit their abilities; contribute to the organisation of a team; know that they need to prepare safely for games; follow warm-up routines they are given with some care; describe what they do best; work on ideas that they are given to improve their performance.</p> <p><b>some pupils will have progressed further and will:</b> choose and apply complex skills and techniques that are suited to games; use these skills and techniques fluently and precisely; plan and adapt team and individual tactics, varying them as the need arises; take a leading role in teams and have a significant impact on the games played; recognise the similarity in approaches between the games and adapt ideas and approaches willingly and easily; prepare for games, devising effective warm-up routines; understand the importance of cooling down; describe quality in performance clearly and precisely; decide how to improve different aspects of performance.</p>	<p>the differences between their performances and others. Understands the need to warm up.</p> <p>4 Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Can catch and pass a ball successfully. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.</p> <p>5 Can consistent replicate skills with control and in response to opposition pressure. Able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can select a very good range of skills to outwit an opponent. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health</p>	
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Year 7 Badminton	Key concept – what do I want the students to learn from this unit?	What knowledge will they acquire?	Rationale – why am I teaching this now?
	<p><b>ALL pupils will be able to:</b> play co-operatively with peers, selecting and applying some specific techniques with reasonable control. Warm-up &amp; cool-down safely, showing understanding of the benefits.</p> <p><b>MOST pupils will be able to:</b> select and apply a sound range of specific techniques effectively with reasonable speed &amp; precision. Warm-up &amp; cool-down safely and appropriately, using their own ideas.</p> <p><b>SOME pupils will have progressed further and will be able to:</b> select and apply a sound range of specific techniques consistently &amp; effectively with speed &amp; precision; put into operation the principles of attack &amp; defence, recognising patterns of play, &amp; say how they need to be adapted to increase the chances of success. Warm-up &amp; cool-down safely and effectively using their own ideas; plan &amp; lead short warm-up sessions.</p>	<p>Pupils will be able to: Make good contact using the correct body position and grip, showing ability to direct the low serve effectively.</p> <p>Pupils will be able to: Demonstrate an understanding of the correct overhead clear technique and show an understanding when to use it in a game situation.</p> <p>Pupils will be able to: Demonstrate an understanding of the correct overhead drop shot technique and show an understanding when to use it in a game situation.</p> <p>Pupils will be able to: Demonstrate an understanding of the correct overhead smash technique and show an understanding when to use it in a game situation.</p> <p>Learning Outcome Pupils will be able to: Make good contact using the correct body/racket position and grip, showing ability to direct the shuttle effectively at the net.</p> <p>Pupils will be able to: Demonstrate an understanding of the technique required in performing backhand shots.</p>	<p>Badminton is run on a carousel throughout the year.</p>
Year 7 Table Tennis	Key concept – what do I want the students to learn from this unit?	What knowledge will they acquire?	Rationale – why am I teaching this now?
	<p><b>All pupils will:</b> experiment with a range of basic tactics, searching for strengths and weaknesses in the opposition, and form a simple game plan; select and apply forehand, backhand and overhead strokes/shots in game situations in order to achieve particular outcomes and make adjustments where required; understand why regular exercise has a positive effect on their own health, fitness and social wellbeing and know where and how to become involved in regular physical exercise; use information gained from feedback to improve performance in game contexts and in personal technique; contribute effectively to team decisions,</p>	<p>Introduce the Grip &amp; backhand push To be able to demonstrate &amp; use the correct grip and understand the ready position. To be able to accurately replicate a basic backhand push shot. To understand the basic scoring and rules of double game play. To begin to outwit opponents with the movement of the ball. Service laws To perform and replicate a legal table tennis serve with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To be able</p>	<p>Table Tennis is taught all year round and is a good vehicle for teaching hand eye coordination.</p>

	<p>fulfilling various roles effectively, including umpiring and basic coaching.</p> <p><b>Most pupils will:</b> make observations about the quality of decision making in modified versions of the full game, with support; show some consistency and accuracy in using a limited range of strokes/shots; contribute to discussion about team tactics, when guided; work effectively with a partner, and umpire using the key rules in a game; take regular exercise, sometimes involving net/wall games; form simple game plans based on observation and on the strengths and weaknesses of the opposition and their own team; identify strengths and weaknesses in individual performance.</p> <p><b>Some pupils will have progressed further and will:</b> demonstrate consistent decision making and appropriate choice of technique for desired outcomes in all aspects of the game; use a wide range of skills and techniques with precision, power and fluency; use a range of tactics to implement a game plan effectively; identify and prioritise aspects for improvement; use practices and exercises to improve performance; coach another player and select the focus for development of technique; organise and umpire a game.</p>	<p>to accurately replicate a variety of shots in a small sided game implementing basic strategies and tactics. To understand the scoring and rotation needed for doubles games.</p> <p>Introduce forehand push</p> <p>To be able to outwit opponents using a forehand drive with topspin. To describe and understand the effect of topspin on the balls flight. To understand the importance of movement and ball placement in order to win points. To begin to develop strategic and tactical play during a rally. To confidently score a game of doubles.</p> <p>Forehand topspin</p> <p>To be able to accurately replicate a forehand topspin shot. To understand the importance of movement and preparation for an effective forehand shot. To begin to analyse opponents weaknesses &amp; devise strategies to exploit them. To understand how to adjust shot selection based on opponents positioning.</p>	
<b>Year 7 Handball</b>	<b>Key concept – what do I want the students to learn from this unit?</b>	<b>What knowledge will they acquire?</b>	<b>Rationale – why am I teaching this now?</b>
	<p>Most pupils will: choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of getting ready for games; follow appropriate warm-up routines; identify the main aspects of a good performance; recognise weaknesses; suggest how a performance could be improved</p> <p><b>Some pupils will not have made so much progress and will:</b> choose and use skills that suit the games they play, showing greater strengths in some of the games than others; work with others in small teams to attack and defend; take on specific roles that suit their abilities; contribute to the organisation of a team; know that they need to prepare safely for games; follow warm-up routines they are given with some</p>	<p>Understanding of passing technique</p> <p>Creating passing drills</p> <p>Shooting exercises</p> <p>Contextualised passing and shooting exercises (Game situation)</p> <p>Analysis of partner shooting/passing technique (Opportunity for ICT use)</p> <p>Introduce the jump shot in to area</p> <p>Developing the fast break game (link to basketball)</p> <p>Completing set attacking plays showing the importance of support play and teamwork</p> <p>The introduction of screening moves in order to create space for team mates</p> <p>Running with the ball</p> <p>Methods of beating an opponent individually when in possession</p> <p>Outwitting an opponent using a team mate</p> <p>Application of these skills to a game situation</p>	<p>Handball is taught all year round and is a good vehicle for teaching hand eye coordination.</p>

	<p>care; describe what they do best; work on ideas that they are given to improve their performance</p> <p><b>Some pupils will have progressed further and will:</b> choose and apply complex skills and techniques that are suited to games; use these skills and techniques fluently and precisely; plan and adapt team and individual tactics, varying them as the need arises; take a leading role in teams and have a significant impact on the games played; recognise the similarity in approaches between the games and adapt ideas and approaches willingly and easily; prepare for games, devising effective warm-up routines; understand the importance of cooling down; describe quality in performance clearly and precisely; decide how to improve different aspects of performance</p>		
<b>Year 7 Rounders</b>	<p>Key concept – what do I want the students to learn from this unit?</p>	<p>What knowledge will they acquire?</p>	<p>Rationale – why am I teaching this now?</p>
	<p><b>After carrying out the activities and core tasks in this unit</b></p> <p><b>most pupils will:</b> select their shot based on where the ball is bowled and with the intention of avoiding the fielders; hit with control and accuracy; bowl with increasing accuracy and an awareness of the field placement; field effectively and return the ball to an appropriate base position; take an active and thoughtful part in the games; identify the fitness needs of different roles in the game; read the game and react to situations as they develop; identify their strengths and weaknesses and take decisions about what to work on</p> <p><b>some pupils will not have made so much progress and will:</b> hit a ball fed to them using a small range of shots and directing it in one general area; bowl using a modified technique showing some accuracy; retrieve and return the ball as a fielder; play as a member of a team following the lead of others; apply the basic rules of the game consistently; identify the type of exercises and activities that help their fitness for the game; recognise aspects of a game that are performed well and describe what happens</p> <p><b>some pupils will have progressed further and will:</b> play the games demonstrating control, accuracy and sound technique in their bowling, batting and fielding; think about where they place the ball when batting and bowling; field effectively to put the batter under pressure; read the game well, selecting tactics and team strategies which suit the</p>	<p>Ball familiarisation/catching To develop an understanding and knowledge of the basic fundamentals of Rounders. To be able to accurately replicate a basic throwing &amp; catching technique. To be able to play conditioned game in which they understand and apply basic tactics. To begin to think about outwitting opponents with the placement of the ball.</p> <p>Fielding To use both underarm &amp; over arm throws depending on game situations. To accurately replicate long barrier and use effectively in a game. To begin to outwit opponents with the use of bating shots. To develop communication skills, teamwork through rounders game play.</p> <p>Bowling To accurately replicate the correct bowling technique. To understand what makes a legal ball and penalty for persistent no balls. To play conditioned game understanding the rules and tactics. To incorporate bowling, batting, fielding into a game of rounders.</p> <p>Batting To accurately replicate the batting technique. To understand the importance of ball placement in relation to the fielders. To develop knowledge of rounders rules</p>	<p>Rounders is taught all year round and is a good vehicle for teaching hand eye coordination.</p>

	<p>situation; devise simple fitness and preparation routines that relate to the specific fitness needs of different roles in the game; take the initiative to work on aspects where they need to improve their own performance</p>	<p>and use effective communication as a team. To refine basic tactical ideas depending on successful outcomes. Fielding tactics/strategies to outwit opponents To understand the fielders roles and base responsibilities. To perform and replicate a combination of skills to outwit opponents in a game situation. To understand basic tactics to outwit batters &amp; fielders respectively. To make effective evaluations of strength and weaknesses, of self and others' performance. How to chase a ball, field and return, Learn the obstruction rule. Learn how to score</p>	
<b>Year 7 Athletics</b>	<p>Key concept – what do I want the students to learn from this unit?</p>	<p>What knowledge will they acquire?</p>	<p>Rationale – why am I teaching this now?</p>
	<p><b>most pupils will:</b> use sound basic techniques in a range of running, jumping and throwing activities and events; apply a good knowledge of basic principles to specific events; pace their effort to meet targets they have set for themselves; apply basic principles of warm up and cool down, using exercises appropriate for the event; identify and describe elements of performance and technique which are effective; explain what needs to be practised and improved</p> <p><b>some pupils will not have made so much progress and will:</b> use basic techniques in running, jumping and throwing activities in modified events and using modified equipment; identify some basic principles related to technique; set themselves goals, which they achieve; warm up and cool down safely with guidance; recognise effective performance and identify some of the factors which make it effective; select, with help, aspects that they need to practise</p> <p><b>some pupils will have progressed further and will:</b> use refined techniques in a wide range of running, jumping and throwing events and activities; demonstrate a good understanding of the principles of effective athletic performance; focus their efforts on specific aspects of their technique; show a clear idea of what they can achieve and know how to practise to meet their goals; explain how warming up and cooling down help performance; have a good understanding of the way to perform in events; help others to improve by giving effective, focused feedback</p>	<p>Pupils can describe the correct technique for sprinting. Pupils can demonstrate correct technique for sprinting. Pupils can explain speed is important in sprinting. Pupils can complete an 800m race without stopping. Pupils describe Pupils can demonstrate a fast run up and an explosive jump. Pupils can describe the technique for a long jump. Pupils can demonstrate an explosive shot putt. Pupils can explain the correct technique. Pupils can use the correct technique for throwing the javelin Pupils can explain which area of HRF is used to throw the javelin Pupils can perform a triple jump demonstrating coordination. Pupils can explain which area of SRF is used during triple jump. Pupils can use the correct technique for throwing the javelin. They can explain Which area of SFR is required. Pupils can use the fosbury flop to jump effectively over the high jump bar. Pupils can explain which area of SRF they use in High jump.</p>	<p>Athletics is taught in Summer and is a fantastic event to allow pupils to work to their maximum levels wither using strength, endurance and stamina.</p>
<b>Year 7 Outdoor and Adventure Activities</b>	<p>Key concept – what do I want the students to learn from this unit?</p>	<p>What knowledge will they acquire?</p>	<p>Rationale – why am I teaching this now?</p>

	<p>Pupils will develop the skills necessary to compete in a number of problem solving based events.          To gain an experience at a range of activities that involves sustained physical work.          Pupils will develop communication, leadership, problem solving and planning skills.</p>	<p>Pupils to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used.          To recognise that different types of activities/problems require different type of approaches. Warm ups aid as a useful fitness tool in developing a pupils physical capacity. To use images and task cards to develop skills and techniques. Understand the need to plan before attempting a problem solving activity. Pupils will develop the ability to communicate with fellow pupils in order to share ideas and solve problems. Some pupils will develop the skills to lead others safely.</p>	<p>OAA is taught all year round and develops communication, leadership, problem solving and planning skills.</p>
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