

# Year 7 ~ Curriculum Map for PE – Double Lessons

The aim of the year 7 curriculum is to develop student's skills, knowledge and understanding of, and through, a wide variety of sports and activities. Giving opportunities to take part in sports and activities that they may never have done before, whilst also promoting a love of learning and healthy active lifestyles.												
Generally delivered during terms 1-4 groups will cover each activity but at different times.						Delivered during terms 5&6						
Activities:		Activities:		Activities:		Activities:		Activities:		Activities:		
Invasion Games	Aim of A&R	Net Games	Aim of A&R	Gymnastic activities	Aim of A&R	Swimming Activities	Aim of A&R	Athletic Activities	Aim of A&R	Striking & Fielding Activities	Aim of EoY exam	
'Big idea(s)' / fundamental concepts	To have a developing knowledge of technical aspects, key skills techniques, tactics, rules and fitness aspects across a range of invasion games.	To have a developing knowledge of technical aspects, key skills techniques, tactics, rules and fitness aspects across a range of net games.	To accurately replicate skills linking them across gymnastics and trampolining.	To accurately replicate swimming skills and learn specific techniques for events in order to improve performance. Pupils to also gain the chance of experiencing and improving lifesaving and invasion games in a swimming environment.	Developing the knowledge and technical aspects for maximum output & performance.	Develop the fundamentals of skills, techniques and tactics for performance in a range of S&F activities						
Knowledge to be learnt	How to; travel, send and receive, retain possession, create scoring opportunities, regain possession, prevent goal scoring opportunities and apply tactics to game situations. Knowledge of basic rules. Knowledge of basic tactics. How to perform a basic analysis	How to; serve, play a variety of strokes, outwit opponents, create scoring opportunities and apply tactics. Knowledge of basic rules. Knowledge of basic tactics. How to perform a basic analysis	How to; be safe during gymnastic activities, develop a variety of skills, components of fitness important to perform the activities. Knowledge of basic rules. Knowledge of basic tactics. How to perform a basic analysis.	How to; be safe in a swimming environment, improve technique, perform at maximum levels, help someone in trouble, to develop team sport skills with growing control and precision. Knowledge of basic rules. Knowledge of basic tactics. How to perform a basic analysis.	How to; pace for distance, jump for height, pull/sling/throw for discus/javelin, sprint for time, jump for distance and push throw for shot. Knowledge of basic rules. Knowledge of basic tactics. How to perform a basic analysis.	How to; strike a ball, throw & catch a ball, field effectively and bowl Knowledge of basic rules. Knowledge of basic tactics. How to analyse How to perform a basic analysis						
Key vocabulary	<u>Assessment targeted vocabulary:</u> begin/primarily, basic/simple, skills, techniques and tactics, comment, strengths, areas to improve, performance, coordination, timing. Recognise/identify, respect, confidence, determination. Engage/positively, tasks, discussions, health, wellbeing, apply, contribute, discuss. <u>Topic specific vocabulary:</u> Timing, link, control, rules, officiate, role, retain, regain, outwit, analyse, describe, pass, receive, dribble, space, attack, defence, tactics and formation.	<u>Assessment targeted vocabulary:</u> begin/primarily, basic/simple, skills, techniques and tactics, comment, strengths, areas to improve, performance, coordination, timing. Recognise/identify, respect, confidence, determination. Engage/positively, tasks, discussions, health, wellbeing, apply, contribute, discuss. <u>Topic specific vocabulary:</u> Timing, link, control, advance, rules, officiate, role, outwit, analyse, describe, forearm, backhand, serve, let, racket, paddle, ball, shuttle, net, singles and doubles.	<u>Assessment targeted vocabulary:</u> begin/primarily, basic/simple, skills, techniques and tactics, comment, strengths, areas to improve, performance, coordination, timing. Recognise/identify, respect, confidence, determination. Engage/positively, tasks, discussions, health, wellbeing, apply, contribute, discuss. <u>Topic specific vocabulary:</u> Perform, choose, link, control, advance, rules and judge. Activity specific e.g body tension, roll, turn, twist, support, aesthetic, sequence.	<u>Assessment targeted vocabulary:</u> begin/primarily, basic/simple, skills, techniques and tactics, comment, strengths, areas to improve, performance, coordination, timing. Recognise/identify, respect, confidence, determination. Engage/positively, tasks, discussions, health, wellbeing, apply, contribute, discuss. <u>Topic specific vocabulary:</u> Perform, choose, link, control, rules, officiate, role, kick, pull, streamline, start, turn, finish, body position, front crawl, backcrawl, breast stroke, butterfly, dolphin kick, tumble turn.	<u>Assessment targeted vocabulary:</u> begin/primarily, basic/simple, skills, techniques and tactics, comment, strengths, areas to improve, performance, coordination, timing. Recognise/identify, respect, confidence, determination. Engage/positively, tasks, discussions, health, wellbeing, apply, contribute, discuss. <u>Topic specific vocabulary:</u> Perform, choose, link, control, rules, officiate and role. Specific for each event Eg. push, pull, twist, explosive, drive, chin, knee, toe, measure, time.	<u>Assessment targeted vocabulary:</u> begin/primarily, basic/simple, skills, techniques and tactics, comment, strengths, areas to improve, performance, coordination, timing. Recognise/identify, respect, confidence, determination. Engage/positively, tasks, discussions, health, wellbeing, apply, contribute, discuss. <u>Topic specific vocabulary:</u> Perform, choose, link, control, advance, rules, officiate, role, hit/strike, bowl, throw, underarm/overarm, running, fielding, batting, bowling, infield, outfield, bases, bat, ball, mitt.						
The role of reading and comprehension	Objectives and key words. Task sheets/teaching cards. Basic rules/regulations used within tasks. Peer/self assessment.	Objectives and key words. Task sheets/teaching cards. Basic rules/regulations used within tasks. Peer/self assessment.	Objectives and key words. Task sheets/teaching cards/routines. Basic rules/regulations used within tasks. Peer/self assessment.	Objectives and key words. Task sheets/teaching cards. Basic rules/regulations used within tasks. Peer/self assessment.	Objectives and key words. Task sheets/teaching cards. Basic rules/regulations used within tasks. Peer/self assessment.rules	Objectives and key words. Task sheets/teaching cards. Basic rules/regulations used within tasks. Peer/self assessment.						
The role of independent extended writing												
The role of maths/ numeracy	Scoring systems. Teams/groups. Normative data. Timing.	Scoring systems. Teams/groups. Normative data. Angles for shots.	Scoring systems. Body angles/tension. Timing.	Scoring systems. Normative data. Timing/distances. Stroke length/number of strokes.	Scoring systems. Teams/groups. Normative data. Timing.	Scoring systems. Teams/groups. Normative data. Angles of body/hitting/throwing.						
Links to careers/ aspirations	Participant, official, coach, leader, educator, tactician, analyst, fitness trainer, data analyst.	Participant, official, coach, leader, educator, tactician, analyst, fitness trainer, data analyst.	Participant, official, coach, leader, educator, tactician, analyst, fitness trainer, data analyst..	Participant, official, coach, leader, educator, tactician, analyst, fitness trainer, data analyst.	Participant, official, coach, leader, educator, tactician, analyst, fitness trainer, data analyst.	Participant, official, coach, leader, educator, tactician, analyst, fitness trainer, data analyst.						
To assess the students performance, character and wellbeing within each topic. Assessments are reset each term as the topic changes.												
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Core skills	To be able to develop performance with growing control and precision in: <ul style="list-style-type: none"> <li>- Passing</li> <li>- Receiving</li> <li>- Dribbling</li> <li>- Defending</li> <li>- Shooting</li> <li>- Tackle</li> <li>- Intercept</li> <li>- Teamwork</li> <li>- Tactics</li> </ul> For invasion games, through: <ul style="list-style-type: none"> <li>- Tasks</li> <li>- Gameplay</li> <li>- Coaching</li> <li>- Leadership</li> <li>- Fitness test</li> <li>- Peer/self analysis</li> </ul>		To be able to develop performance with growing control and precision in: <ul style="list-style-type: none"> <li>- Forehand serve</li> <li>- Backhand serve</li> <li>- Forehand drive</li> <li>- Backhand drive</li> <li>- Overhead clear</li> <li>- Tap</li> <li>- Tactics</li> </ul> For net games, through: <ul style="list-style-type: none"> <li>- Tasks</li> <li>- Gameplay</li> <li>- Coaching</li> <li>- Leadership</li> <li>- Fitness test</li> <li>- Peer/self analysis</li> </ul>		To be able to develop performance with growing control and precision in: <ul style="list-style-type: none"> <li>- A variety of jumps</li> <li>- Twists</li> <li>- Seat drop</li> <li>- Back drop</li> <li>- Balances</li> <li>- Rolls</li> <li>- Forms of travel</li> </ul> For gymnastics, through: <ul style="list-style-type: none"> <li>- Tasks</li> <li>- Gameplay</li> <li>- Coaching</li> <li>- Leadership</li> <li>- Fitness test</li> <li>- Peer/self analysis</li> </ul>		To be able to develop performance with growing control and precision in: <ul style="list-style-type: none"> <li>- Sprinting</li> <li>- Pacing</li> <li>- Starting</li> <li>- Finishing</li> <li>- Breaststroke</li> <li>- Backstroke</li> <li>- Front crawl</li> <li>- Butterfly?</li> <li>- Tactics</li> </ul> For swimming, through: <ul style="list-style-type: none"> <li>- Tasks</li> <li>- Gameplay</li> <li>- Coaching</li> <li>- Leadership</li> <li>- Fitness test</li> <li>- Peer/self analysis</li> </ul>		To be able to develop performance with growing control and precision in: <ul style="list-style-type: none"> <li>- Throwing</li> <li>- Jumping</li> <li>- Driving</li> <li>- Twisting</li> <li>- Rotating</li> <li>- Exploding</li> <li>- Linking actions for jumps/throws</li> <li>- Tactics</li> </ul> For athletics throwing, through: <ul style="list-style-type: none"> <li>- Tasks</li> <li>- Gameplay</li> <li>- Coaching</li> <li>- Leadership</li> <li>- Fitness test</li> <li>- Peer/self analysis</li> </ul>		To be able to develop performance with growing control and precision in: <ul style="list-style-type: none"> <li>- Striking a ball</li> <li>- Bowling a ball</li> <li>- Fielding eg. Backing up</li> <li>- Throwing – underarm/catch-up</li> <li>- Catching</li> <li>- Positioning</li> <li>- Running</li> <li>- Work as a team</li> <li>- Tactics</li> </ul> For striking and fielding, through: <ul style="list-style-type: none"> <li>- Tasks</li> <li>- Gameplay</li> <li>- Coaching</li> <li>- Leadership</li> <li>- Fitness test</li> <li>- Peer/self analysis</li> </ul>	
Dept. enrichment activities	Extra-curricular terms 1-4 (particularly football, netball, basketball, handball and rugby). Kent School Games. District fixtures. Cup matches.		Extra-curricular terms 1-6 (particular focus on badminton, volleyball and table tennis). Kent School Games. Tennis coach as part of EC programme.		Extra-curricular terms 1-4 (particular focus on trampolining). Trampoline Kent School Games. Links to Herne Bay Gymnastics club.		N/A		Extra-curricular terms 5&6 (particular focus on athletics club). Indoor athletics competitions. Kent School Games. District fixtures. District tournaments.		Extra-curricular terms 5&6 (particular focus on cricket, softball and rounders). Kent School Games. District fixtures. District tournaments.	
Morning mentor sports leader training, leading SGO events and Kent School Games Extra curricular programme YST / Sport England initiatives (including 'This Girl Can' and 'Lifestyle Champions') Various trips to sporting events when applicable (including British Basketball Finals, Cricket World Cup, Women's Football, Rugby Super Cup etc)												
Home learning opportunities	Go and watch live performances Play sports/activities during spare time. Watch some of: -Women's FA Cup Final -Men's FA Cup Final		Go and watch live performances Play sports/activities during spare time. Watch some of: - Wimbledon		Go and watch live performances Watch live events Play sports/activities during spare time. Watch some: - Gymnastics championships		Go and watch live performances Swim in own time Watch some of: - Aquatics Championships		Go and watch live performances Go running during spare time. Watch some of: - Athletics championships		Go and watch live performances Play sports/activities during spare time. Watch some of: - Cricket Test matches - T20s - ODIs -Major League Baseball	



Core skills	To be able to develop an understanding of: <ul style="list-style-type: none"> <li>- Fitness</li> <li>- Fitness requirements</li> <li>- How to measure fitness</li> <li>- The link between health and fitness</li> <li>- Pulse rates</li> <li>- Target pulse rates</li> <li>- Energy balance</li> <li>- Aerobic zones</li> <li>- Anaerobic zones</li> <li>- Warm ups</li> <li>- Cool downs</li> </ul> Within sport, through: <ul style="list-style-type: none"> <li>- Tasks</li> <li>- Gameplay</li> <li>- Coaching</li> <li>- Leadership</li> <li>- Fitness test</li> <li>- Peer/self analysis</li> </ul>		To be able to develop performance, including: <ul style="list-style-type: none"> <li>- Passing (chest and bounce)</li> <li>- Receiving</li> <li>- Dribbling</li> <li>- Defending (man marking)</li> <li>- Shooting (set shot, jump shot and layup)</li> <li>- Intercepting</li> <li>- Rebounding</li> <li>- Teamwork</li> <li>- Tactics/formations</li> </ul> Within basketball, through: <ul style="list-style-type: none"> <li>- Tasks</li> <li>- Gameplay</li> <li>- Officiating</li> <li>- Leadership</li> <li>- Coaching</li> <li>- Peer/self analysis</li> </ul>		To be able to demonstrate and discuss topics including: <ul style="list-style-type: none"> <li>- Teamwork</li> <li>- Roles within a team</li> <li>- Communication (verbal and non verbal)</li> <li>- Problem solving</li> <li>- Creative thinking</li> <li>- Health and safety</li> <li>- Basic navigational techniques (pacing and orientating a map)</li> <li>- Boulding technique (3 points of contact)</li> </ul> Within OAA, through: <ul style="list-style-type: none"> <li>- Tasks</li> <li>- Gameplay</li> <li>- Leadership</li> <li>- Coaching</li> <li>- Self/peer analysis</li> </ul>		To be able to demonstrate an ability to perform/discuss: <ul style="list-style-type: none"> <li>- Coordination (hand – eye, foot-eye)</li> <li>- Agility</li> <li>- Quick feet</li> <li>- Speed</li> <li>- Sprinting</li> <li>- Changing direction</li> <li>- Throwing</li> <li>- Catching</li> <li>- Dribbling</li> </ul> Within sport, through: <ul style="list-style-type: none"> <li>- Tasks</li> <li>- Gameplay</li> <li>- Leadership</li> <li>- Coaching</li> <li>- Self/peer analysis</li> </ul>		To be able to develop performance of key aspects of athletics running, including: <ul style="list-style-type: none"> <li>- Sprinting</li> <li>- Sprint starts</li> <li>- Leg drive</li> <li>- Arm drive</li> <li>- Head, arm, body and leg positions</li> <li>- Pacing</li> <li>- Breathing</li> <li>- Tactics</li> <li>- Resilience/determination to finish the race</li> </ul> Within athletics running, through: <ul style="list-style-type: none"> <li>- Tasks</li> <li>- Races</li> <li>- Leadership</li> <li>- Coaching</li> <li>- Self/peer analysis</li> </ul>		To be able to demonstrate and discuss topics including: <ul style="list-style-type: none"> <li>- Communication (verbal and non verbal)</li> <li>- Demonstrations</li> <li>- Problem solving</li> <li>- Qualities of a leader (confidence, role model, resilience, control, organisation, awareness, adaptability etc)</li> <li>- Leadership of a small task (plan, lead and review)</li> </ul> Within sport, through: <ul style="list-style-type: none"> <li>- Tasks</li> <li>- Planning sessions</li> <li>- Leadership</li> <li>- Coaching</li> <li>- Self/peer analysis</li> </ul>	
Dept. enrichment activities	Extra-curricular terms 1-4 (particularly fitness suite) Kent School Games		Extra-curricular terms 1-6 (particularly basketball during terms 2&3) District basketball fixtures Basketball trip Kent School Games		Extra-curricular terms 1-6 (particularly rock climbing and OAA clubs) Local climbing competitions.		Extra-curricular terms 1-6 (particularly fitness suite) Kent School Games		Extra-curricular terms 5&6 (particularly athletics club) Indoor athletics - Kent School Games District Athletics fixtures		Extra-curricular terms 1-6 (particularly OAA club) Kent School Games leadership opportunities Mentor Sports leadership opportunities	
Morning mentor sports leader training, leading SGO events and Kent School Games Extra curricular programme YST / Sport England initiatives (including 'This Girl Can' and 'Lifestyle Champions') Various trips to sporting events when applicable (including British Basketball Finals, Cricket World Cup, Women's Football, Rugby Super Cup etc)												
Home learning opportunities	Go and watch live performances. Play sports/activities during spare time. Watch major sports events e.g. Olympics, World Championships etc.		Go and watch live performances. Play sports/activities during spare time. Watch major sports events e.g. NBA games, British Finals etc.		Go and watch live performances. Play sports/activities during spare time. Watch major sports events e.g. Olympics, X Games etc.		Go and watch live performances. Play sports/activities during spare time. Watch major sports events e.g. Olympics, World Championships etc.		Go and watch live performances. Play sports/activities during spare time. Watch major sports events e.g. Olympics, World Championships etc.		Go and watch live performances, focus on coaches and officials. Play sports/activities during spare time. Volunteer to be a leader for the KSG/Morning Mentor Sports. Watch major sports events e.g. Olympics, World Championships etc.	