

Year 7 Physical Education Overview – Curriculum Plan

At GJHA we aim to promote a high-quality physical education curriculum which inspires all pupils to succeed and excel in both competitive and non-competitive sport and other physically demanding activities. Our vision is to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect

Orienteering - Outdoor and adventurous activity delivered through HRF and activity days

Intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

Year	Areas	Term 1	Term 2	Term 3
7 PE	Content	<p>Invasion games - FOOTBALL - Principles of invasion games, spacing and movement. Passing and receiving, dribbling, larger games, defending and attacking, marking skills and strategies <i>Develop passing and catching skills, movement, use of space, marking and apply principles suitable for attacking and defending matched with marking strategies. Passing and receiving, dribbling, marking, different types of marking, scoring, officiating</i> <i>Apply more advanced principles suitable for attacking and defending</i></p> <p>Net and Wall – TABLE TENNIS – Awareness around the table, safety in erecting and dismantling tables, basic skills, send and receive, forehand and</p>	<p>Replication of Movement - GYMNASTICS - Travel, balance, roll, jumps and use of apparatus, greater efficiency when using intermediate – high level apparatus, introduction to height and flight. Support and more advanced sequencing and rotations <i>Further develop flexibility, strength, technique, control and balance as an individual, pair and team, introduction to height and flight</i></p> <p>HRF – importance of heart rate, target heart zone, aerobic, fitness for life. Exercise and Types of training Warm up and cool down Recovery</p>	<p>Athletics - 100 > 1500m Hurdles Long and high jump Shot, discus, javelin linking to Indoor athletics. Follow the quad kids programme, and the AAA awards scheme. Ability to officiate and coach at a basic level <i>Use running, jumping, throwing and catching in isolation and in combination</i></p> <p>Striking and Fielding - ROUNDERS - individual skills, modified games and full rounders</p>

		<p>backhand, serves and basic understanding of top spin and back spin. Ability to play and officiate a basic games.</p> <p>Invasion games – RUGBY - Principles of invasion games, spacing and movement. Passing and receiving, larger games, defending and attacking, marking skills and strategies. <i>Develop passing and catching skills, movement, use of space, marking and apply principles suitable for attacking and defending matched with marking strategies. Passing and receiving, dribbling, marking, different types of marking, scoring, officiating</i></p> <p>Net and Wall – BADMINTON – Singles and doubles play, rules, game tactics and strategies <i>Hand eye co-ordination, racket skills, forehand, backhand, more advanced attacking and defending strokes, serve, tactics and strategies for singles and doubles</i></p>	<p><i>Understanding of the cardiovascular system and safety when exercising</i> <i>Sport specific warm up, cool down, monitoring heart rate and recover using sports hall athletics as a theme</i></p> <p>Invasion games – BASKETBALL/NETBALL- Principles of invasion games, spacing and movement. Passing and receiving, dribbling, larger games, defending and attacking, marking skills and strategies. <i>Develop passing and catching skills, movement, use of space, marking and apply principles suitable for attacking and defending matched with marking strategies. Passing and receiving, dribbling, marking, different types of marking, scoring, officiating</i></p>	<p><i>Catching and throwing skills</i> <i>Striking skills, batting, bowling and fielding skills, continuous rounders, beat the ball, pairs rounders, quick rounders</i></p> <p>Striking and Fielding - CRICKET - Individual skills and team work <i>Batting, bowling and fielding skills</i> <i>4/6/8 cricket, diamond cricket, team/pairs cricket, understanding of scoring and other roles and responsibilities on a cricket field</i></p>
--	--	---	--	---

Literacy link	Rules and regulations, clearer and more precise articulation when observing performance and feeding back to peers. Use of activity specific terminology, safety rules	Rules and regulations, , clearer and more precise articulation when observing performance and feeding back to peers, ability to articulate sequencing and ordering	Rules and regulations, clearer and more precise articulation when observing performance and feeding back to peers. Ability to articulate scores and rules when officiating	
Assessment	<p>Assessment areas : performance, knowledge of rules, observation and analysis, ability to coach and help peers, tactics and evaluation skills</p> <p>Compare their performances own performance with that of previous outcomes and demonstrate improvement to achieve their personal best. Evaluate other pupils performances and provide constructive feedback</p>	<p>Assessment areas : performance, knowledge of rules, observation and analysis, ability to coach and help peers, tactics and evaluation skills</p> <p>Compare their performances own performance with that of previous outcomes and demonstrate improvement to achieve their personal best. Evaluate other pupils performances and provide constructive feedback</p>	<p>Assessment areas : performance, knowledge of rules, observation and analysis, ability to coach and help peers, tactics and evaluation skills</p> <p>Compare their performances own performance with that of previous outcomes and demonstrate improvement to achieve their personal best. Evaluate other pupils performances and provide constructive feedback</p>	
Cross curricular links	Speaking and listening, numeracy, science	Speaking and listening, numeracy, science, music	Speaking and listening, numeracy, science, geography, history	

