

Year 7 PE Curriculum Plan – Set 1

| Topic | No of lessons | Key knowledge and skills | Resources | Progression and links | Pillar (KS3 only) | SEND/ More able | Assessment & recording; factual recall checks |
|------------|---------------|--|-----------|---|-------------------|--|--|
| Rugby | 10 | <p>Students should know:</p> <ul style="list-style-type: none"> • How to perform the following core skills; • Passing • Tackling • Rucking • Kicking • Scrums <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • When to run/pass/kick • Attacking and defensive formations | n/a | <ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving | Creativity Pillar | <p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Attacking and defensive ploys <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of contact | <ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit |
| Gymnastics | 10 | <p>Students should know:</p> <ul style="list-style-type: none"> • How to perform the following core skills; • Locomotion • Balances • Rolls • Flight <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Creating a sequence | n/a | <ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving | Creativity Pillar | <p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Higher level moves e.g. handspring/headspring <p>SEND:</p> <ul style="list-style-type: none"> • Lower level moves e.g. log rolls, contact point balances | <ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit |

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| | | <ul style="list-style-type: none">• Exploring different heights, speeds and directions• Individual and paired/group choreography | | | | | |
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Yr7 Set 1 - PE Half term 1

Yr 7 Set 1 – PE Half Term 2

| Topic | No of lessons | Key knowledge and skills | Resources | Progression and links | Pillar (KS3 only) | SEND/ More able | Assessment & recording; factual recall checks |
|----------------------|---------------|---|--|---|-------------------|---|---|
| First Aid/Leadership | 10 | <p>First Aid</p> <p>Students should know how to respond to the following first aid scenarios;</p> <ul style="list-style-type: none"> • Primary survey • Unconscious casualty – breathing • Unconscious casualty – not breathing • Choking • Allergic reaction • Shock • Bleeds • Asthma/chest pain <p>Leadership</p> <p>Students should know;</p> <ul style="list-style-type: none"> • Qualities of a good sports leader • Communication skills • Planning skills • Organisation skills • Warm-ups • How to progress activities | St John’s ambulance PP’s on G drive | <ul style="list-style-type: none"> • Careers – paramedics, emergency first aid, coaching, officiating • SMSC – teamwork, resilience, problem solving, confidence, respect | Creativity Pillar | <p>More Able:</p> <ul style="list-style-type: none"> • Leading as an individual <p>SEND:</p> <ul style="list-style-type: none"> • Leading in small groups | <ul style="list-style-type: none"> • Self and peer assessment tasks • Summative assessment at the end of the unit |

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| | | <ul style="list-style-type: none"> • How to differentiate activities • How to peer assess leadership | | | | | |
| Handball | 10 | <p>Students should know:</p> <ul style="list-style-type: none"> • How to perform the following core skills; • Catching • Passing • Shooting • Dribbling <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • When to pass/shoot/dribble • Attacking and defensive formations | n/a | <ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving | Creativity Pillar | <p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills e.g. shooting whilst falling, screening an opponent <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only | <ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit |

Year 7 PE Curriculum Plan – Set 1

Yr 7 Set 1 – PE Half Term 3

Year 7 PE Curriculum Plan – Set 1

| Topic | No of lessons | Key knowledge and skills | Resources | Progression and links | Pillar (KS3 only) | SEND/ More able | Assessment & recording; factual recall checks |
|--------------|---------------|--|-----------|---|-------------------|---|--|
| Football | 10 | <p>Students should know:</p> <ul style="list-style-type: none"> • How to perform the following core skills; • Passing • Tackling • Marking • Ball control • Dribbling • Shooting <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • When to pass/shoot/dribble/tackle • Attacking and defensive formations | n/a | <ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving | Creativity Pillar | <p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills e.g. core skills on weak foot <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only | <ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit |
| Short Tennis | 10 | <p>Students should know:</p> <ul style="list-style-type: none"> • How to perform the following core skills; • Serve • Forehand • Backhand • Volley • Drop shot | n/a | <ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving | Creativity Pillar | <p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills e.g. slice shots, topspin <p>SEND:</p> | <ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at |

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| | | <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none">• Scoring systems• Rules of the game• When to play different shots• Attacking and defensive strategies | | | | <ul style="list-style-type: none">• Slower progression of skills, focus on core skills only | <p>the end of the unit</p> |
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| Netball | 10 | <p>Students should know:</p> <ul style="list-style-type: none"> • How to perform the following core skills; • Footwork • Dodging • Passing • Shooting • Marking <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • When to pass/shoot/dodge • Attacking and defensive formations | n/a | <ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving | Creativity Pillar | <p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills e.g. step shooting <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only | <ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit |

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| Athletics | 10 | <p>Students should know:</p> <ul style="list-style-type: none"> • How to perform the following core skills; • Track events – starting, finishing, leg action, arm action • Jump events – approach, take off, flight, landing • Throw events – stance, grip, throwing action, release <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Pacing in track events • Marking run-ups in jump events • Awareness of rules of events | n/a | <ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving | Creativity Pillar | <p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills e.g. travel in throwing events <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only | <ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit |

Year 7 PE Curriculum Plan – Set 1

YR 7 PE Set 1 – Half Term 6

Year 7 PE Curriculum Plan – Set 1

| Topic | No of lessons | Key knowledge and skills | Resources | Progression and links | Pillar (KS3 only) | SEND/ More able | Assessment & recording; factual recall checks |
|---------------------|---------------|--|-----------|---|-------------------|--|--|
| Table Tennis | 10 | <p>Students should know:</p> <ul style="list-style-type: none"> • How to perform the following core skills; • Serve • Return of serve • Offensive strokes – forehand and backhand • Defensive strokes – forehand and backhand • Application of spin – topspin and backspin <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • Selection of appropriate shots • Attacking and defensive strategies | n/a | <ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving | Creativity Pillar | <p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills e.g. side spin <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only | <ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit |
| Striking & Fielding | 10 | <p>Students should know:</p> <ul style="list-style-type: none"> • How to perform the following core skills; • Throwing • Catching • Stopping the ball • Bowling | n/a | <ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving | Creativity Pillar | <p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills e.g. bowling with spin, hitting into different areas of field | <ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson |

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| | | <ul style="list-style-type: none"> • Batting – defensive and attacking shots <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • Decision making when fielding • Attacking and defensive strategies when batting and fielding | | | | <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only | <ul style="list-style-type: none"> • Summative assessment at the end of the unit |
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