

Curriculum Map: PE - Year 7

	Autumn 1 & 2			Spring 1 & 2			Summer 1 & 2		
Content Declarative knowledge 'I Know'	1. Football 2. Rugby 3. Gym 4. Dance 5. Short Tennis 6. Howler Ball 7. Basketball 8. Olympic Challenges 9. Fitness 10. Lifestyle			1.Football 2.Rugby 3.Netball 4.Gymnastics 5.Dance 6.Basketball 7.Lifestyle			1.Track Events 2.Field Events 3.Cricket 4.Softball 5.Rounders		
Skills Procedural Knowledge 'I know how to'	<u>Head:</u> Leadership: Discovering leading teams and peers through sport & physical activity Analysis/Evaluate: Some understand of how to use terminology to evaluate own and others performance. Feedback is limited Decision-Making: Beginning to make decisions in many activities and how tactical knowledge is applied. Knowledge & tactical understanding: Basic knowledge & understanding of a health active lifestyle. can identify the use of basic tactics, both in isolated progressive drills and in applied full context	<u>Heart:</u> Effort: Show basic effort levels expected throughout all sports Resilience: Beginning to understand to importance of resilience & why it is important in sport/physical activity Motivation: A starting level of motivation in a variety of sports Commitment: Discovering interest in extracurricular & participation levels Respect: Aware of the school's value of respect towards teammates, opposition & staff members	<u>Hands:</u> Skills Development: Show an understanding of how skills should be performed Fitness: Baseline testing to discover level of fitness Skill Application: Apply some basic skills to basic drills Technique: An introduction to learning and discovering a variety of techniques Competitiveness: Discovering a competitive nature	<u>Head:</u> Leadership: Continuing introduction to leading teams and peers through sport & physical activity Analysis/Evaluate: Use simple terminology. Identify some strengths and areas to develop. Decision-Making: Identify and apply some decisions. Knowledge & tactical understanding: Identify basic benefits and some anatomy and physiology. Adapt some tactical knowledge across sports	<u>Heart:</u> Effort: Show consistent effort levels throughout all sports. Resilience: Starting to show signs when faced with difficult or challenging situations. Take failure more positively Motivation: Show respect & dedication, applied to some activities Commitment: More consistent interest in extracurricular & participation levels Respect: Aware of the school's value of respect towards teammates, opposition & staff members	<u>Hands:</u> Skills Development: Demonstrate some skills with elements of appropriate technique. Starting to show some precision of these skills in progressively challenging situations Fitness: Building & developing upon baseline testing to discover level of fitness Skill Application: Apply basic and simple skills. Starting to implement in competitive situations. Showing fluency, control and confidence Technique: starting to show consistent good technique in	<u>Head:</u> Leadership: A more confident approach in the ability to lead Analysis/Evaluate: Sound terminology to analysis self and others, thorough and appropriate feedback Decision- Making: Accurate decisions in most sports and starting to implement in competitive activities. Knowledge & tactical understanding: Sound knowledge and understanding and its effect on anatomy and physiology. Tactical knowledge evident.	<u>Heart:</u> Effort: Good effort levels. Shows great work ethic and determination, in activities they like. Show empathy. Resilience: Work hard to show resilience, take feedback positively. Motivation: Motivated to succeed to most activities Commitment: Lots of interest in extracurricular and participation levels Respect: Aware of the school's value of respect towards teammates, opposition & staff members	<u>Hands:</u> Skill Development: Sound level of technique (isolated and progressive drills) technical errors, sometimes adapt in challenging situations. Fitness: good level of fitness. Build upon knowledge of baseline fitness level Skill Application: Mostly apply a range of advanced skills. Technique mostly maintained. Skills mostly applied with fluency, control and confidence Technique: Mostly good in skills and competitive situations Competitiveness:

	competitive environments.					competitive activities Competitiveness: Starting show ability to acquire and produce skills in a range of sports			Able to acquire and produce skills to a wide range of sports
Strategies Conditional Knowledge 'I know when to'	Head: I know when to apply some of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Leadership - Analysis/Evaluate - Decision-Making - Knowledge & tactical understanding	Heart: I know when to apply some of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Effort - Resilience - Motivation - Commitment - Respect	Hands: I know when to apply some of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Skills - Development - Fitness - Skill Application - Technique - Competitiveness	Head: I know when to apply some of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Leadership - Analysis/Evaluate - Decision-Making - Knowledge & tactical understanding	Heart: I know when to apply some of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Effort - Resilience - Motivation - Commitment - Respect	Hands: I know when to apply some of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Skills - Development - Fitness - Skill Application - Technique - Competitiveness	Head: I know when to apply most of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Leadership - Analysis/Evaluate - Decision-Making - Knowledge & tactical understanding	Heart: I know when to apply most of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Effort - Resilience - Motivation - Commitment - Respect	Hands: I know when to apply most of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Skills - Development - Fitness - Skill Application - Technique - Competitiveness
Key Questions	<ul style="list-style-type: none"> - What makes a good leader? - What does resilience & perseverance look like in sport? - What role does fitness have in maintaining a healthy & active lifestyle? 			<ul style="list-style-type: none"> - Can you name leadership roles in different sporting contexts? - Why is it important to persevere when faced with challenging situation? - What muscles are used in a variety of sporting activities? 			<ul style="list-style-type: none"> - Can you identify & demonstrate the different styles of leadership? - Can you constantly demonstrate and show resilience & perseverance? - Can you identify the differences between aerobic & anaerobic energy system? 		
Assessment topics	<p>Throughout each activity students will be assessed against the below:</p> <p>Head:</p> <ul style="list-style-type: none"> - Leadership - Knowledge & understanding - Analysis - Decision making - Tactical <p>Heart:</p> <ul style="list-style-type: none"> - Effort - Resilience - Respect 			<p>Throughout each activity students will be assessed against the below:</p> <p>Head:</p> <ul style="list-style-type: none"> - Leadership - Knowledge & understanding - Analysis - Decision making - Tactical <p>Heart:</p> <ul style="list-style-type: none"> - Effort - Resilience - Respect 			<p>Throughout each activity students will be assessed against the below:</p> <p>Head:</p> <ul style="list-style-type: none"> - Leadership - Knowledge & understanding - Analysis - Decision making - Tactical <p>Heart:</p> <ul style="list-style-type: none"> - Effort - Resilience - Respect 		

	<ul style="list-style-type: none"> - Motivation - Commitment <p>Hands:</p> <ul style="list-style-type: none"> - Skill Development - Skill Application - Fitness levels - Technique - Competitiveness <p>Students will be assessed against the grading system in each Head, Heart and Hands:</p> <ul style="list-style-type: none"> - Bronze - Silver - Gold - Platinum - Diamond 	<ul style="list-style-type: none"> - Motivation - Commitment <p>Hands:</p> <ul style="list-style-type: none"> - Skill Development - Skill Application - Fitness levels - Technique - Competitiveness <p>Students will be assessed against the grading system in each Head, Heart and Hands:</p> <ul style="list-style-type: none"> - Bronze - Silver - Gold - Platinum - Diamond 	<ul style="list-style-type: none"> - Motivation - Commitment <p>Hands:</p> <ul style="list-style-type: none"> - Skill Development - Skill Application - Fitness levels - Technique - Competitiveness <p>Students will be assessed against the grading system in each Head, Heart and Hands:</p> <ul style="list-style-type: none"> - Bronze - Silver - Gold - Platinum - Diamond
Cross curricular links/Character Education	<ul style="list-style-type: none"> • Extra-curricular – clubs & fixtures • Literacy - Improving your own / others performance • Numeracy – scoring in games/organising teams • Teamwork – communication and working with others, leadership. • Problem Solving - critical thinking. • Cultural appreciation – own and professional works • Resilience, Initiative, Integrity, Confidence, Aspiration 	<ul style="list-style-type: none"> • Extra-curricular – clubs & fixtures • Literacy - Improving your own / others performance • Numeracy – scoring in games/organising teams • Teamwork – communication and working with others, leadership. • Problem Solving - critical thinking. • Cultural appreciation – own and professional works • Resilience, Initiative, Integrity, Confidence, Aspiration 	<ul style="list-style-type: none"> • Extra-curricular – clubs & fixtures • Literacy - Improving your own / others performance • Numeracy – scoring in games/organising teams • Teamwork – communication and working with others, leadership. • Problem Solving - critical thinking. • Cultural appreciation – own and professional works • Resilience, Initiative, Integrity, Confidence, Aspiration