

## PE Curriculum Information Year 7

### Autumn / Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
<b>Trampolining</b>	<p>What do I need to do in order to be safe on a Trampoline?</p> <p>What are the basic shapes and twists?</p> <p>What are the basic landings?</p> <p>What are some basic combinations of skills?</p>	<p>Safely getting on and off the trampoline.</p> <p>Where to bounce on the trampoline.</p> <p>How to spot.</p> <p>Tuck, straddle, pike, ½ twist, full twist</p> <p>Seat, front, back</p> <p>Seat to ½ twist, ½ twist to seat, seat to front, front to seat</p>	<p>Students are assessed on their:</p> <p><b>Knowledge and understanding</b> Safe use of the trampolines. Ability to identify where improvements can be made in others and their own performance.</p> <p>Use of appropriate terminology when giving feedback to others.</p> <p><b>Skills</b> Demonstration of all known skills without a mat.</p> <p><b>Assessment</b> Assessment is at the end of the term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>
<b>Netball</b>	<p>What is a 4 part warm up? Why is it important to do one?</p> <p>What does a Netball court look like?</p> <p>What are the different types of passes that we do in Netball?</p>	<p>Pulse raiser, stretches, skills practice, mental preparation.</p> <p>To prevent injury; increase heart rate and flow of red blood cells to muscles.</p> <p>A rectangle split into thirds marked out along with semi-circles in the attacking thirds.</p> <p>Chest pass, bounce pass, shoulder pass.</p>	<p>Students are assessed on their:</p> <p><b>Knowledge and understanding</b> Leading small group, 4 part warm ups.</p> <p>Ability to identify where improvements can be made in others and their own performance.</p> <p>Use of appropriate terminology when giving feedback to others.</p> <p>Whether they stay within the area their position is allowed to be in during a game; stay with the person they are marking during games; can identify when someone is too close to player holding the ball; has moved both/the wrong foot when they are holding the ball</p>

	<p>What are the fundamental rules of Netball?</p> <p>What are the 7 positions on a Netball team? Where are they allowed to go on court? Who do they mark?</p>	<p>Footwork, no contact, obstruction, held ball.</p> <p>GK, GD, WD, C, WA, GA, GS</p>	<p><b>Skills</b> Performance of chest, bounce and shoulder pass. One or two footed landing, and controlling their balance. Pivoting with the correct foot.</p> <p><b>Assessment</b> Assessment is at the end of the term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>
<b>Dance</b>	<p>How can I stay on time with music?</p> <p>Can I copy set motifs and choreography?</p> <p>What are devices we can use to create choreography?</p> <p>Can I create some of my own choreography?</p>	<p>Listening for the beat in music and following it (through clapping, tapping, other forms of movement).</p> <p>Learning set motifs/ choreography from a teacher</p> <p>Different levels, unison, canon, gestures, turns, stillness, step patterns, formation</p> <p>Putting choreographical devices together to create a motif</p>	<p>Students are assessed on their:</p> <p><b>Knowledge and understanding</b> Of what choreographical devices are, and how they can be used. Ability to identify where improvements can be made in others and their own performance.</p> <p>Use of appropriate terminology when giving feedback to others.</p> <p><b>Skills</b> Performance of set motifs/ choreography. Ability to link choreographical devices to create their own motif.</p> <p><b>Assessment</b> Assessment is at the end of the term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>
<b>Skateboarding</b>	<p>What do I need to do to be safe on a skateboard, and at the skate park?</p> <p>What are the skills I can perform on a skateboard?</p>	<p>How to get on/off the board; stance; balance. Features at the skate park and how to use them; awareness of others when skating.</p> <p>Pushing; stances; tic tac; pancake; monster walk; carving; kick turns; drop in; ollie; fakie</p>	<p>Students are assessed on their:</p> <p><b>Knowledge and understanding</b> Of how to be safe on a skateboard and at the skatepark.</p> <p>Some skills are more suited to certain features than others. Ability to identify where improvements can be made in others and their own performance.</p> <p>Use of appropriate terminology when giving feedback to others.</p>

	How can I use them at the skate park?	Using above skills on the different features at the skate park: bowl, ramps, grinding rails, banks, driveway.	<p><b>Skills</b> Performance of skills on the MUGA and at the skate park.</p> <p>Linking skills to create a route along different features at the skatepark.</p> <p><b>Assessment</b> Assessment is at the end of the term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>
<b>Football</b>	<p>What is a 4 part warm up? Why is it important to do one?</p> <p>What are the basic rules and purpose of football?</p> <p>How can I move the ball around the pitch with my feet? How do I kick the ball in the goal?</p>	<p>Pulse raiser, stretches, skills practice, mental preparation.</p> <p>To prevent injury; increase heart rate and flow of red blood cells to muscles.</p> <p>Cannot use hands unless GK or at throw-ins. Avoid contact with others. Try to score more goals than your opponents.</p> <p>Passing, dribbling, stopping/receiving the ball, turning. Shooting techniques; accuracy and power required.</p>	<p>Students are assessed on their:</p> <p><b>Knowledge and understanding</b> Leading small group, 4 part warm ups.</p> <p>Ability to identify where improvements can be made in others and their own performance.</p> <p>Use of appropriate terminology when giving feedback to others.</p> <p><b>Skills</b> Instep pass, pass and move, dribbling, foot on ball/instep/outer foot for stopping/slowing ball down.</p> <p>Shooting with instep or laces.</p> <p><b>Assessment</b> Assessment is at the end of the term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>

## Summer Term

Unit title	Key Questions	Knowledge	Assessing Understanding
<b>Rounders</b>	<p>What are the basic rules and purpose of the game?</p> <p>How do we throw and catch the ball (inc. bowling)?</p> <p>How do we perform the long barrier? Why is it useful?</p> <p>What are the different fielding positions?</p> <p>How do we bat in Rounders?</p> <p>What are some basic tactics we can use in Rounders?</p>	<p>Score as many rounders as you can; must hit the ball in front of you; run to each base, only touching the ones you intend to stay on and 4th; score a rounder by making it all the way round without stopping, ½ rounder for getting to 2nd base without stopping.</p> <p>Underarm throw and catch (inc. bowling rules); overarm throw and catch.</p> <p>Long barrier to prevent a rolling ball from passing us in the field.</p> <p>Infield: someone one each base, bowler and back stop. Outfield: spread out beyond the bases.</p> <p>Batting stance; timing of swing</p> <p>Batting; aim to hit the ball into space. Fielding: return ball to bowler or second base in first instance.</p>	<p>Students are assessed on their:</p> <p><b>Knowledge and understanding</b> Leading small group, 4 part warm ups.</p> <p>Knowing when to apply the various fielding skills at appropriate times within game situations.</p> <p>Knowing when to stop, run and hold position when running between bases.</p> <p>Ability to identify where improvements can be made in others and their own performance.</p> <p>Use of appropriate terminology when giving feedback to others.</p> <p><b>Skills</b> Using the various fielding skills in isolation and at appropriate times in competitive situations.</p> <p>Ability to hit the ball with a bat in isolation and competitive situations.</p> <p>Playing by the rules, and keeping score</p> <p><b>Assessment</b> Assessment is at the end of the half term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>
<b>Basketball</b>	<p>What are the basic rules and purpose of the game?</p> <p>How can we move the ball up the court?</p>	<p>Score more baskets than your opponent; double dribble, travel.</p> <p>Passing and dribbling.</p>	<p>Students are assessed on their:</p> <p><b>Knowledge and understanding</b> Leading small group, 4 part warm ups. Knowing when to use each pass in game situations / when to dribble.</p>

	<p>How can we use different passes to outwit an opponent?</p> <p>How can we get the ball in the basket? (shooting)</p>	<p>Bounce pass when marked closely; shoulder pass for distance</p> <p>Set shot</p>	<p>Know that it is better to pass to a player in space / need to find space to receive the ball in.</p> <p>Ability to identify where improvements can be made in others and their own performance.</p> <p>Use of appropriate terminology when giving feedback to others.</p> <p><b>Skills</b> Using the various passes in isolation, and at appropriate times during game situations.</p> <p>Can attempt to shoot using the set shot technique.</p> <p><b>Assessment</b> Assessment is at the end of the half term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>
<b>Dance-a-thon</b>	<p>What is a good song to choreograph a dance for?</p> <p>How can we work together as a class to create choreography?</p> <p>Use of choreographical devices</p>	<p>Consider tempo, song structure, lyrics/meaning</p> <p>Split into groups, each with responsibility for choreographing a section of the song. This is then taught to the rest of the class.</p> <p>Different levels, unison, canon, gestures, turns, stillness, step patterns, formation</p>	<p>Students will further develop their choreographical skills, as well as their ability to work with others.</p> <p>Students take responsibility for their dance, with teachers guiding and providing a framework when needed.</p> <p>Final performance of their piece is in the Year 7 Dance off at the Dance-a-thon at the end of June. The winning form will go onto the Final Dance off against the winners from the other year groups.</p>