ICKNIELD HIGH SCHOOL **KEY STAGE 3 PE CURRICULUM**

'Raising the Achievement of All'

WELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

SUBJECT: Physical Education **Year: 7**

Key Theme	**Invasion Games**	**Striking and fielding games**	**Net games**	**Aesthetic Performance**	**Outdoor and adventurous activities**	**Fitness**	**Athletics**
Key Questions	What should 'X' skill look like? Why would you perform 'X' skill in a given situation? Can you demonstrate control in a competitive situation? How can you be effective in a competitive situation?	What does underarm/overarm throw look like? How do we catch the ball successfully? What fielding tactics could you use to outwit the other team? Where could we place our fielders? Where can you target to hit the ball and why?	Can you demonstrate 'X' skill? How can you be effective in a competitive situation? What tactics can be used in a singles/doubles to be successful?	How can you incorporate a theme into a routine (with specific music)? What would an aesthetically pleasing routine look like? How could you improve the quality of your movement?	What are control points? How can we navigate using a map? What skills are important when participating in orienteering?	Why is exercise important? What is cardiovascular endurance and how can we improve it? How can good fitness levels impact sporting performance?	Can you explain the technique required for a particular event? What components of fitness would be useful for a given event? How can you improve yourself / others? What are your strengths?
Content: 'Know what'	**Girls:** Netball, football and basketball **Boys:** Rugby, football and basketball The development of knowledge of skills, the principles	**Girls:** Rounders, cricket **Boys:** Cricket Developing sport specific technical skills, and knowledge of rules, tactics and	**Boys and Girls:** Table tennis Development of skills and knowledge of rules, tactics and decision making when performing/coaching and officiating	**Boys and Girls:** Dance and Gymnastics Development of skills required to explore a range of body movements and execute routines.	**Boys and Girls:** Orienteering The development of navigation and teamwork skills through map reading and discovery check points. It helps to develop decision	**Boys and Girls:** Fitness tests Fartlek training Continuous training Interval training Develop an understanding of the different fitness	**Boys and Girls:** 100m 200m 800m Relay Shot Put Discus Javelin High Jump

	of attack and defence decision making, rules and tactics	outwitting opponents		Understanding of how to plan, refine and perform a routine with sound knowledge of performance rules	making, cardiovascular fitness and cooperation skills.	components and methods of training whilst improving fitness levels.	Developing knowledge and understanding of correct technique for fielding and running events and how to safely compete. Understanding of fitness components required to take part in a range of a different events.
Expertise: 'Know how'	Be able to perform a range of skills in both non-competitive and competitive situations. Be able to apply the principles of attack and defence to game situations. Apply knowledge of rules and tactics to game situations.	Be able to perform accurate bowling, throwing, catching, batting and fielding skills.	Looking at developing skills in isolation before adding competition to outwit opponents in singles and doubles formats. Skills: - Serving - Forehand - Backhand - Use of spin - Lob - Smash - Drive and volley	Be able to explore a range of different balances, body tension, transitions, key gymnastics movements & routine composition. Be able to develop a dance routine to music with a clear motif and incorporating a range of travels, gestures and jumps.	Be able to navigate a map to find different check points.	Be able to complete a range of different fitness tests. Complete different methods of training to improve a range of fitness components	Know how to perform the different events Knowledge of how to improve yourself/others performances How to measure jumps and throws How to start and time races Tactics relating to competitive situations
Literacy/ Numeracy/ SMSC	**Literacy:** Oracy when communicating with others. Match reports, completing worksheets.	**Literacy:** Oracy when communicating with others. Improving your own and others performance. **Key words:**	**Literacy:** Oracy when communicating with others. Improving your own and others performance. **Key words:**	**Literacy:** Articulating opinions and reflecting on advice from others. **Key words:** • Rhythm	**Literacy:** Oracy when communicating with others. Improving your own and others performance. Working out	**Literacy:** Oracy when communicating with others. Improving your own and others performance. **Key words:**	**Literacy:** Improving your own / others performance **Key words:** • Field events • Track events • Pacing

	Key words: • Invade • Outwit • Tactics • Skill • Technique • Attack • Defence **Numeracy:** Scoring and running of tournaments	• Fielding • Batting • Tactics • Skill • Technique • Boundaries • Runs • Wicket • Rounders • Home run **Numeracy:** Scoring games	• Outwit • Tactics • Skill • Technique • Drop shot • Smash shot • Backhand • Forehand • Serve **Numeracy:** Scoring games	• Motif • Balance • Routine • Technique • Timing **Numeracy:** Calculating routine scores.	code words **Key words:** • Navigate • Map reading • Check points • Code breaking **Numeracy:** Timing performance. Distances of check points.	• Fitness components • Methods of training • Cardiovascular endurance • Muscular endurance • Strength • Speed • Power • Flexibility **Numeracy:** Recording fitness test scores.	• Personal Best • Recording • Timing **Numeracy:** Recording of times/distances. Adding points for a competition.
SMSC	Teamwork**:** • Overcoming conflict, communication working with others. • Problem solving and critical thinking. • Resilience when learning a new skill and performing in a match or event. • Creativity, leadership and confidence.						
Disciplinary literacy	Definition of key words (Tier 2-3) through Q and A. Oracy skills developed through team discussions Optional academic reading from the PE corner in the library						
Careers	Class discussion on career pathways linking to PE in sport and the end of each block (8th lesson of each sport or physical activity) SharePoint resources to specific highlight careers in PE Specific careers paths through PE: - Professional athlete - Sport analysis - Sports coach - Physio therapist - Leisure centre manager - Personal trainer - Working in the public services (firefighter, police, paramedic) - Sports Scientist						