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Year 7 Overview 2023-24 – *PE*

Date	Wk	Week	Units Studied & Learning Outcomes				Key Concepts & Assessment
8 weeks (16 Lessons) (38Days)							
Teacher CHLM			HM	KW	MT	ST	•
Teacher STWY			HM	KW/MT	JT	ST	•
Tues 5-Sep	A	1	Skills Dev	Skills Dev	Skills Dev	Skills Dev	**Unit Learning Outcome: Gymnastics** GW-know basic balances, shapes, rolls and vaults BI- can perform balances, shapes, rolls and vaults EW-can link balances, shapes, rolls and vaults with fluency 1. Point and patch balances 2. Counter and group balances 3. Rolls 4. Floor sequences 5. Flight and shapes on trampettes 6. Basic vaults **Prior (Y6)**: Some will have knowledge of basic shapes **Current (Y7)**: Perform basic shapes, balances, rolls and landings safely **Next (Y8)**: Perform basic shapes, turns and lands safely on a trampoline **Unit Learning Outcome: Dance** GW- Able to create a movement phrase from a motif BI- Be able to perform a short phrase EW- Add dynamics to a movement phrase 1. Create a motif 2. Develop a motif 3. Learn a set phrase 4. Develop and perform 5. Learn the Haka 6. Understand the origins of gumboots
11-Sep	B	2	Netball	Dance	Football	Gym	
18-Sep*	A	3	Netball	Dance	Football	Gym	
25-Sep	B	4	Netball	Dance	Football	Gym	
2-Oct	A	5	Fitness Cont train	Fitness Cont train	Fitness Cont train	Fitness Cont train	
9-Oct	B	6	Dance	Football	Gym	Netball	
16-Oct	A	7	Dance	Football	Gym	Netball	
23-Oct	B	8	Dance	Football	Gym	Netball	

Prior (Y6)	Current (Y7)	Next (Y8)
Learn actions such as: shapes, jump, extend, turn, basic travelling.	Understand how movement can be created form a motif	Create movement phrases using dynamics based on a social situation and character.

Half-Term 7 weeks (14 lessons) (34 Days)

6-Nov	A	9	Football	Gym	Netball	Dance
13-Nov	B	10	Football	Gym	Netball	Dance
20-Nov	A	11	Football	Gym	Netball	Dance
27-Nov	B	ST1	Gym	Netball	Dance	Football
4-Dec	A	ST1	Gym	Netball	Dance	Football
11-Dec	B	14	Gym	Netball	Dance	Football
18-Dec	A	15	Skills Dev	Skills Dev	Skills Dev	Skills Dev

Unit Learning Outcome: Netball
GW-To understand how to perform the basic skills for netball
BI- To demonstrate the basic skills in skills
EW- To apply the basic skills, for netball, in a small sided game

1. Different types of passes to the indicating hand and landing correctly
2. Dodge correctly (straight and square, dodge, double)
3. Technique to shoot
4. How to defend and the difference between penalty and free pass
5. Positions for 5 a side or half court
6. Positions for 7 a side full court.

Prior (Y6)	Current (Y7)	Next (Y8)
High 5 netball	Knowledge on how to shoot, getting free, pass, defend in skills and small sided games.	Can apply their knowledge on how to shoot, getting free, pass, defend in full sided games.

Unit Learning Outcome: Football
GW-To understand how to perform the basic skills for football
BI- To demonstrate the basic skills in skills
EW- To apply the basic skills, for football, in a small sided game

1. Develop understanding of a variety of methods of passing
2. Develop the ability to beat an opponent through dribbling
3. Demonstrate the ability to utilise space to keep possession
4. Know and understand how to create space in order to outwit an opponent
5. To understand and know the benefits of types of shot on goal
6. Small sided games applying skills and knowledge

Prior (Y6)	Current (Y7)	Next (Y8)
Basic skills development including passing controlling the ball.	Development of core skills including passing, dribbling, shooting, tackling. Small-sided games for understanding.	Advanced skills development including control and turn, outwitting an opponent, and developing an attack. Small-sided games for understanding.

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Foundational Concepts

- Technique rehearsal, mental wellbeing, health and safety, reflective analysis, leadership, competitive opportunities
- Creating body awareness and knowledge of how the body can be used to enable effective technique. The start of the process of students self-analysing their performance and also that of others within their class to establish effective understanding.
- Students are aware of the importance of using multiple body parts to execute shots and the importance of using effective foot patterns to be in the correct position to execute shots effectively. Students will learn how varying the position of the bat affects the direction and result of contact on the ball.
- Technique rehearsal, mental wellbeing, health and safety, reflective analysis, leadership, competitive opportunities
- Students will need to be in control of their body. Learning how to move smoothly, using the music to help them express their ideas within the project.
- Technique rehearsal, mental wellbeing, health and safety, reflective analysis, leadership, competitive opportunities
- Students will need to be in control of their body. Learning how to move smoothly, using a variety of stimuli to help them express their ideas within the unit. This will build on the work carried out whilst at primary School.
- Throwing and catching skills developed through the K1/2 SSCO program will be built upon. Also students will have experienced some elements of striking within Primary school and these skills will be developed.
- Technique development, mental and physical wellbeing, health and safety, reflective analysis, leadership.

Tier 2/3 Vocabulary

- Spatial awareness, exploit, target, and follow through, defence, attack, balance, coordination, space.
- Trajectory, flat, open, closed, follow through, coordination, body stance, ready position, footwork.
- Posture, control, timing, rhythm, cannon, unison.
- Balance, transition, control, fluidity, movement, extension.
- Follow through, long barrier, contact, etiquette, release
- Competitive, trajectory, acceleration, technique, changeover, pacing, timing, reaction time, coordination, speed, muscular endurance, cardiovascular endurance.
- Pulse raiser, dynamic stretching, skill related practice, mental preparation, Agility, Balance, Coordination, Reaction time, Speed, Power, Muscular endurance, Cardiovascular endurance, Flexibility, Specific, measurable, agreed, realistic, time bound.

How will it link to history, culture, authentic artefacts, music, art, literature?

- Football (or soccer as the game is called in some parts of the world) has a long history. Football in its current form arose in England in the middle of the 19th century. But alternative versions of the game existed much earlier and are a part of the football history.
- Rugby - The Reverend **William Webb Ellis** (24 November 1806 – 24 January 1872) was an English Anglican clergyman and the supposed inventor of rugby football while a pupil at Rugby School. According to legend, Webb Ellis picked up the ball and ran with it during a school football match in 1823, thus creating the "rugby" style of play.
- Table Tennis - The game was invented in England in the early days of the 20th century and was originally called Ping-Pong, a trade name. The name **table tennis** was adopted in 1921–22 when the old Ping-Pong Association formed in 1902 was revived. The origins of the game can be traced to a 12th–13th-century French handball game called jeu de paume ("game of the palm"), from which was derived a complex indoor racket-and-ball game: real **tennis**.

- **Dance** is a series of support skills and fitness options that enhance every other activity a person will do. For example, spatial awareness and movement development are necessary in every sport an "elite athlete" will participate in. First archaeological proof of **dance** comes from the 9 thousand year old cave paintings in India. One of the earliest uses of structured **dance** was introduced in religious ceremonies that told the stories of ancient myths and gods. Egyptian priests used this kind of visual storytelling in their rituals.
- **Gymnastics** is thought to have began in ancient Greece about 2500 years ago where it was used in training to keep fit for sporting activities. In the Greek city of Athens, **gymnastic** tournaments were held, including tumbling, rope climbing, and other similar activities. The gymnasium was the hub of cultural activity.
- The sport of cricket has a known history beginning in the late 16th century. Having originated in south-east England, it became the country's national sport in the 18th century and has developed globally in the 19th and 20th centuries. International matches have been played since 1844 and Test cricket began, retrospectively recognised, in 1877. Cricket is the world's second most popular spectator sport after association football (soccer). Governance is by the International Cricket Council (ICC) which has over one hundred countries and territories in membership although only twelve currently play Test cricket
- Athletics contests in running, walking, jumping and throwing are among the oldest of all sports and their roots are prehistoric. Athletics events were depicted in the Ancient Egyptian tombs in Saqqara, with illustrations of running at the Heb Sed festival and high jumping appearing in tombs from as early as of 2250 BC.
- Gymnasium derives from the Ancient Greek world gymos, which means naked and that's previously how athletes would train and compete in these open-air venues. This was not only for aesthetic reasons, to show off the athletic male form, but it's also thought to have been a tribute to the gods. Note that only men were permitted to train, a stance that would be upheld by many civilisations to come. Gymnasiums were not simply used as places to train. People would also come for communal bathing, socialising and to engage in intellectual and philosophical pursuits. Plato and his student Aristotle were just two philosophical greats would frequent these places. The rationale behind combining these pursuits is that it produced a sound body and mind. The Greeks used the word arete to describe this, which is often translated as 'virtue' or 'excellence'. Essentially, it's the process of becoming the best you can be and fulfilling your potential. For Greek men, the two pillars of physical exercise and education were critical to this. While structured exercise and physical training continued to develop, particularly in the field of gymnastics, the advancement of the gym (or gymnasium) as a dedicated place to exercise did not. The downfall of the Greek and then Roman empires saw an appreciation for art, music, philosophy and the finely-tuned physical form subverted. Christianity's ascension in the West and Isalm, Hinduism and Buddhism's prevalence in the East, turned the physical form into not something to be admired but rejected. Aesthetics was aggressively replaced by asceticism. By the Middle Ages, exercise was simply a by-product of manual labour or military service, not something one pursued to achieve a greater purpose.

Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum?

- ***Equality Diversity and Inclusion (EDI) links?***

15/09-17/09 Rosh Hashanah
23/9 International day of sign languages
2/10-8/10 Dyslexia awareness week
5/10 world teachers day
6/10 World cerebal palsy day
12/11 Diwali
12/11 Remembrance Sunday
13/11-19/11 Transgender awareness week
14/11 World Diabetes Day
1/12 World AIDS day
3/12-24-12 Advent
25/12 Christmas Day
Hannukah 18/12-26/12

- All students will be given the same opportunity to partake in all sports through a mixed gender and ability curriculum.
- Promotion of sporting stars that are having a positive effect in Sport at present e.g Raheem Stirling (anti racism campaigns). Nicola Adams (OBE) within boxing, Gareth Thomas (Wales Rugby Union, British lions Rugby Union) and Elinor Snowsill (Wales Rugby Union) who are all strong advocates of LGBT+ community in sport.
- Promotion of sporting stars that are having a positive effect in promoting LGBT+ in Table tennis at present e.g **Kelly Sibley** (born 21 May 1988) is a former professional table tennis player and current coach from England. Sibley won the singles, girls doubles and mixed doubles at the UK Junior Championships and has represented England at senior level at the Commonwealth Games, European Championships and World Championships. Sibley married her wife Laura in April 2017.
- Miley Cyrus may be in a happy relationship with Hollywood star Liam Hemsworth, but the Malibu singer is a proud and outspoken member of the LGBQT+ community.

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- All students will be given the same opportunity to partake in all sports through a mixed gender and ability curriculum. Students will be encouraged to work at their own fitness level and intensity and learn how this is essential in order that you can train effectively and safely.

Careers links

- All sports can be linked to careers as performers, officials or volunteers.
- The PE corridor has a board linking PE to specific carers in sport and students are signposted here.
- Careers day in school and careers evening.

Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)
Students will be assessed on an ongoing basis throughout the 6 lessons. Assessment will focus on both skill development and application of skills within match situations. Students will also complete a self-assessment that will include knowledge assessment and identification of strengths (www) and areas for development (ebi). This will then be reviewed the following years by students to check on progress.

Christmas Holiday			6 weeks (12 lessons) (30 Days)			
8-Jan	B	16	Rugby	Fitness	Handball	TT
15-Jan	A	17	Rugby	Fitness	Handball	TT
22-Jan	B	18	Rugby	Fitness	Handball	TT
29-Jan	A	19	Fitness	Handball	TT	Rugby
5-Feb	B	20	Fitness	Handball	TT	Rugby
12-Feb	A	21	Fitness	Handball	TT	Rugby

Unit Learning Outcome: Table tennis
GW-To understand how to perform the basic shots for table tennis
BI- To demonstrate the basic shots in skills
EW- To apply the basic shots, for table tennis, in a small sided game

1. To develop good racket and ball skills.
2. To play an effective forehand Push shot.
3. To be able to outwit opponents effectively.
4. To play an effective backhand push shot.
5. To be able to use the serve in the game of table tennis.
6. Assessment

Prior (Y6)	Current (Y7)	Next (Y8)
Introduction to basic shots within racquet games.	Effective footwork to play, technique development, rules of the game (singles).	Advanced techniques including; Footwork under pressure. Creating spin. Rules of the game (Doubles)

Unit Learning Outcome: Rugby
GW-To understand how to perform the basic skills for rugby
BI- To demonstrate the basic skills in skills
EW- To apply the basic skills, for rugby, in a small sided game

1. To show effective passing technique.
2. To pass and catch effectively in the game.

3. To develop the ability to tackle effectively in a game.
4. To understand how to use the maul in a game.
5. To understand the use of the ruck in the game.
6. Application of skills in competitive situations

Prior (Y6)	Current (Y7)	Next (Y8)
Develop basic ball skills of throwing and catching.	Core skills development including passing, tackling, rucking and evasion. Mini games for understanding.	Advanced skills developed. For example spin pass. Small sided games for understand

Unit Learning Outcome:
Handball
GW-To understand how to perform the basic skills for handball
BI- To demonstrate the basic skills in skills

EW- To apply the basic skills, for handball, in a small sided game

1. Range of passing
2. Footwork in attack
3. Evasion one v one
4. Stationery shooting
5. Basic defensive shape
6. Application of skills in competitive situations

Prior (Y6)	Current (Y7)	Next (Y8)
Develop basic ball skills of throwing and catching.	Core skills development focusing on ball control, passing, dribbling, and tackling.	Advanced skills developed for example lofted pass. Small sided games for understanding.

- ***Equality Diversity and Inclusion (EDI) links?***

25/1 Burns night
27/1 Holocaust memorial day
LGBT+ history month
1/2 World Hijab day
6/2-12/2 Children's mental health week.
7/2 Safer internet day
10/2 Chinese New Year

Half-Term							5 weeks (10 lessons) (24 Days)
26-Feb	B	22	Handball	TT	Rugby	Fitness	**Unit Learning Outcome:** Fitness GW- To know the definition for 4 components of fitness and explain how to carry out the test to measure them.
4-Mar	A	23	Handball	TT	Rugby	Fitness	
11-Mar	B	24	Handball	TT	Rugby	Fitness	

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18-Mar	A	25	TT	Rugby	Fitness	Handball
25-Mar*			TT	Rugby	Fitness	Handball
	B	26				
Easter Holiday				6 weeks (12 lessons) (29 Days)		

BI- To know the definition for 6 components of fitness and explain how to carry out the test to measure them.
EW- To know the definition of all 10 components of fitness and explain how to carry out the test to measure them.

- Sit and reach-flexibility
- Multi stage fitness test-cardiovascular endurance
- Ruler drop test- reaction time
- Hand toss test-co-ordination
- Vertical jump-power
- Illinois agility test-agility
- The stork test-balance
- Sit up bleep test- muscular endurance
- One rep max-strength
- 30 metre sprint-speed
- Handgrip dynamometer test-strength

*these might be combined together as they are quick tests to compete. Weather will affect the order of lessons.

Prior (Y6)	Current (Y7)	Next (Y8)
Golden mile How to stay fit and healthy	To identify and explain how to carry out the different fitness tests. Know the definitions of the components of fitness.	To identify and explain the different methods of training for each component of fitness.

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Equality Diversity and Inclusion (EDI) links?
Women's history month
Ramadhan 10/03-08/04
Passover 22/4-30/4
Good Friday 29/3
Easter Sunday 31/3

15-Apr	A	27	Athletics	Athletics	Athletics	Tennis
22-Apr	B	28	Athletics	Athletics	Athletics	Tennis
29-Apr	A	29	Athletics	Athletics	Athletics	Tennis
6-May*	B	30	Athletics	Athletics	Tennis	Athletics
13-May	A	ST2	Athletics	Athletics	Tennis	Athletics
20-May	B	ST2	Athletics	Athletics	Tennis	Athletics

Unit Learning Outcome: Athletics

GW- Learn basic technique and perform each event safely
BI- Performs technique to a good standard and knows a little about measuring
EW – Performs technique to a high standard, and understands how to measure

- 100m
- 200m
- 800m
- 1500m
- LJ
- HJ technique
- HJ competition
- Discus
- Javelin
- Shot
- Hurdles
- Relay

*The order of these events will alter due to a number of groups on athletics and the weather.

Prior (Y6)	Current (Y7)	Next (Y8)
Sportshall athletics	Knowledge and understanding of the basic concepts for each event and perform each one.	Develop technique on each event and improve PB's

Unit Learning Outcome: Tennis

GW-To understand how to perform the basic shots for tennis
BI- To demonstrate the basic shots in skills
EW- To apply the basic shots, for tennis, in a small sided game

1. To develop good racket and ball skills.
2. To play an effective forehand stroke.
3. To be able to outwit opponents effectively.
4. To play an effective backhand stroke.
5. To be able to use the serve in the game of tennis.
6. Half-court singles games applying skills and knowledge.

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Half-Term			7 weeks (14 lessons) (35 Days)			
3-Jun	A	33	Striking & Fielding	Tennis	Athletics	Athletics
10-Jun	B	34	Striking & Fielding	Tennis	Athletics	Athletics
17-Jun	A	35	National Sports week activities	National Sports week activities	National Sports week activities	National Sports week activities
24-Jun	B	36	Striking & Fielding	Tennis	Athletics	Athletics
1-Jul	A	37	Tennis	Striking & Fielding	Striking & Fielding	Striking & Fielding
8-Jul	B	38	Tennis	Striking & Fielding	Striking & Fielding	Striking & Fielding
15-Jul	A	39	Tennis	Striking & Fielding	Striking & Fielding	Striking & Fielding

Prior (Y6)	Current (Y7)	Next (Y8)
Mini tennis including ball familiarisation games.	Basic strokes including forehand, backhand, and basic serves. Half court singles for skill application.	Developing basic skills. Introducing advanced skills including backhand slice and volley.

Equality Diversity and Inclusion (EDI) links?
Autism and stress awareness month.
25/4 World Malaria Day
26/4 Lesbian visibility day
UK national walking month.
1/5-7/5 Deaf awareness week
23/05 Vesak

Unit Learning Outcome: Striking and Fielding
GW- to know how to bat, filed and bowl
BI- to demonstrate understanding in skills
EW- to apply knowledge and understanding to games.

1. How to throw and catch correctly
2. How to bowl correctly
3. How to bat correctly
4. How to field correctly
5. Apply knowledge and skill to games to understand rules to score
6. Apply knowledge and skill to games to understand rules to field

Prior (Y6)	Current (Y7)	Next (Y8)
Balling and fielding skills Some basic knowledge of the rules	Understand the correct rules and technique to bat, bowl and field.	To apply skills to games situations.

							Equality Diversity and Inclusion (EDI) links? *LGBTQ+ pride month.* *Gypsy, Roma and Traveller history month.* *12/6 world day against child labour* *18/6 autistic pride day* *20/6 World refugee day*
(Total: 190 Days)							

* Bank Holidays

Overview of Year 7	
Based on your Flight Path *(E.g. Targets 1L – 4L)*	**By the end of Year 7, students will have learned**
GW: *(E.g. Grade 1)*	Details of what content students should have learned; skills acquired; connections they might within and across subject(s). *E.g. Students can demonstrate …*
BI: *(E.g. Grades 2-3M)*	*Students can recognise ….*
EW: *(E.g. Grades 3U-4L)*	*Students can understand information from a variety ….*

Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)