

## PE Curriculum Map - Year 7

		Autumn 1	Autumn 2 Fitness	Spring 1 Dodgeball	Spring 2 Cricket	Summer 1 Basketball	Summer 2 Rounders
Learning outcomes/ composite knowledge			To develop our understanding of healthy participation and motor competence in relation to fitness	To develop motor competence, tactical awareness and healthy participation in Dodgeball	To develop motor competence, tactical awareness and healthy participation in Cricket	To develop motor competence, tactical awareness and healthy participation in Basketball	To develop motor competence, tactical awareness and healthy participation in Rounders
Knowledge Components	Declarative – knowing what		<ul style="list-style-type: none"> <li>● To know the different training methods.</li> <li>● To know different fitness tests</li> <li>● To know how to safely use the equipment in the gym.</li> <li>● To know why recording and monitoring levels of performance is important</li> <li>● To know the components of fitness</li> <li>● To identify my fitness strengths and areas for improvement</li> <li>● To know what cardiovascular fitness, muscular endurance and muscular strength are.</li> <li>● To know how to improve cardiovascular fitness, muscular endurance and muscular strength in various training methods and styles</li> <li>● To know what makes us healthy</li> </ul>	<ul style="list-style-type: none"> <li>● To know some basic rules of dodgeball</li> <li>● To know some catching techniques such as chest, low and high.</li> <li>● To know some dodging techniques such as ducking, jumping, diving and rolling</li> <li>● To understand the basics of blocking techniques</li> <li>● To understand tactics in relation to a game.</li> </ul>	<ul style="list-style-type: none"> <li>● To know the basic rules of cricket</li> <li>● To know some fielding techniques including basic pitch positions, throwing and catching over a short distance. Long barrier</li> <li>● To know the teaching points for bowling.</li> <li>● To know the correct batting stance with good grip.</li> <li>● To know some tactics in fielding and bowling.</li> </ul>	<ul style="list-style-type: none"> <li>● To know the basic rules of basketball</li> <li>● To know how to control the ball in isolation.</li> <li>● To know how to signal for the ball.</li> <li>● To know how to pass the ball with variation and accuracy and move ready for the next pass.</li> <li>● To know the teaching points for dribbling and pivoting.</li> <li>● To know the teaching points for the set shot</li> <li>● To know the teaching points for the lay up</li> <li>● To know the teaching points for how to defend 1 on 1</li> <li>● To know some tactics in relation to basketball.</li> <li>● To know how to officiate in basketball.</li> </ul>	<ul style="list-style-type: none"> <li>● To know the rules of rounders and the roles of the two umpires.</li> <li>● To know how to score and basic pitch positions.</li> <li>● To know the teaching points for throwing and catching over short distances</li> <li>● I know the teaching points for the long barrier</li> <li>● I know the teaching points for bowling</li> <li>● I know the batting stance and good grip</li> <li>● To know some tactics of rounders.</li> </ul>

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		Autumn 1	Autumn 2 Fitness	Spring 1 Dodgeball	Spring 2 Cricket	Summer 1 Basketball	Summer 2 Rounders
	Procedural – knowing how and when		<ul style="list-style-type: none"> <li>• To participate in different training methods.</li> <li>• To participate in different fitness tests</li> <li>• To safely use the equipment in the gym.</li> <li>• To record and monitor levels of performance is important</li> <li>• To apply components of fitness</li> <li>• To understand my fitness strengths and understand how to improve</li> <li>• To know what types of exercise improves our cardiovascular endurance, muscular strength and muscular endurance</li> <li>• To participate in circuit training focusing on muscular strength and muscular endurance.</li> <li>• To participate in HIIT training focusing on cardiovascular and muscular endurance</li> <li>• To actively apply the knowledge of fitness to sessions and make improvements to our health.</li> </ul>	<ul style="list-style-type: none"> <li>• To apply the rules of dodgeball</li> <li>• To apply some catching techniques such as chest, low and high.</li> <li>• To apply some dodging techniques such as ducking, jumping, diving and rolling</li> <li>• To apply the basics of blocking techniques</li> <li>• To apply tactics in relation to a game</li> <li>• To develop tactics and apply these in games</li> </ul>	<ul style="list-style-type: none"> <li>• To apply the rules of cricket to a game including officiating a game.</li> <li>• To apply knowledge of the fielding techniques such as pitch positions, throwing and catching over a short distance the long barrier.</li> <li>• To perform a correct bowl</li> <li>• To apply the batting stance and grip to a competition</li> <li>• To be able to apply knowledge of tactics of cricket to a game including batting and fielding.</li> </ul>	<ul style="list-style-type: none"> <li>• To apply the rules of basketball to a game and officiate a game.</li> <li>• To control the ball in isolation.</li> <li>• To signal for the ball.</li> <li>• To pass the ball with variation and accuracy and move ready for the next pass.</li> <li>• To perform dribbling and pivoting.</li> <li>• To perform the set shot</li> <li>• To perform the lay up</li> <li>• To apply knowledge of defending 1 on 1</li> <li>• To create tactics to outwit opponents.</li> </ul>	<ul style="list-style-type: none"> <li>• To apply the rules of rounders to a game including officiating for both the bowling and batting umpire.</li> <li>• To apply my knowledge of scoring and basic pitch positions.</li> <li>• To perform throwing and catching over short distances</li> <li>• To perform the long barrier</li> <li>• To apply my knowledge of bowling</li> <li>• To apply my knowledge of the batting stance and good grip</li> <li>• To apply some tactics of rounders.</li> </ul>

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National Curriculum reference	<p>National Curriculum for Core PE at KS3 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li> <li>perform dances using advanced dance techniques in a range of dance styles and forms</li> <li>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>take part in competitive sports and activities outside school through community links or sports clubs</li> </ul>					
Common misconceptions		<p>If you can sprint fast you are physically fit. If you can lift heavy weights you have good overall strength.</p>	<p>Incorrect rules or school rules from primary school but do not reflect the real rules of the game. Rules not understood - Head shots do not count - in actual fact the person throwing is out if it hits someone's head without them ducking. If you drop a ball to catch another then you are out. You can catch a ball if it hits your teammate to make the thrower out.</p>	<p>Incorrect rules or school rules from primary school but do not reflect the real rules of the game. Fielding is not important. When batting you have to hit the big runs and smash the ball rather than playing defensive shots or playing to gaps in the field. Misunderstanding of LBW (leg before wicket).</p>	<p>Incorrect rules or school rules from primary school but do not reflect the real rules of the game. Basketball is similar to Netball and therefore you cannot move with the ball and you need to shoot without using the backboard.</p>	<p>Incorrect rules or school rules from primary school but do not reflect the real rules of the game. Pupils feel like they have to hit the ball far in order to score a rounder. Fielding has little purpose - we will look at the positions of fielders and their roles to address this.</p>