**Curriculum Overview for Core PE**

**Year 7**

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| **Half Term 1: Rotation of Sports**  **Substantive Knowledge:**  Rugby:   * Handling the ball * Picking up the ball * Pop Pass * Gut Pass * Catching * Tackling * Rucking * Offside * Knock on * Forward pass * Attacking line * Defensive line   Fitness:   * Name and describe the key components of fitness; agility, aerobic endurance, muscular endurance, muscular strength, power, speed, flexibility, reaction time, coordination, balance * Re-call the tests for the components of fitness.   Netball:  - Bounce pass  - Chest Pass  - overhead pass   * Shooting * Creating space * Moving on and off the ball * Defensive channelling * Dodging * Marking * Footwork   **Disciplinary Knowledge:**  Rugby:   * Pupils to perform skills within drills, conditioned games, small sided game/mini tournaments. * Leadership opportunities * Officiating * Evaluating performance * Communication and teamwork * Selection of pass to meet the demands of a game   Fitness:   * Pupils to perform the tests for the different components of fitness * Pupils compare themselves against normative data * Leadership opportunities * Evaluating performance * Communication and teamwork * Designing their own training sessions   Netball:   * Pupils to perform skills within drills, conditioned games, small sided game/mini tournaments. * Leadership opportunities * Officiating * Evaluating performance * Communication and teamwork | Speech | Rugby:  Possession  Try  Pop pass  Gut pass  Passing  knock-on  Backwards  Accuracy  Catching  Outwit  Tackling  Defence  Attack  Ruck  Dodge  Clear out |
| Speech | Fitness:  Agility  Coordination  Power  Speed  Muscular strength  Muscular endurance  Reaction time  Balance  Flexibility  Aerobic endurance |
| Speech | Netball:  Bounce pass  Chest pass  Overhead pass  Creating Space  Movement on and off the ball  Shooting  Accuracy  Channelling  Agility  Beat a defender  Speed  Communication  Officiating  Dodging  Marking |
| Checklist RTL | Pupils are assessed throughout the unit. Pupils will complete their assessment booklet at the end of each activity which will include a pupil grade and a teacher grade. |
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| **Half Term 2: Rotation of Sports**  **Substantive Knowledge:**  Swimming:   * Front crawl * Back stroke * Breast stroke * Butterfly * Trickle breathing   Dance:   * What is beat? * What is rhythm? * What is motif? * What is meant by formations? * What are pathways? * What is canon? * What is levels? * What is unison? * What is meant by timings? * What is meant by rehearsal? * What is analysing performance?   Badminton:   * Grip * Stance * Serve (backhand and forehand) * Overhead clear * Drop shot * Net shot   **Disciplinary Knowledge:**  Swimming:   * Pupils to perform skills within drills * Leadership opportunities * Evaluating performance * Communication and teamwork   Dance:   * Pupils to perform skills within rehearsal time and student observation routines. * Leadership/ coaching opportunities. * Evaluating performance. * Communication and teamwork. * Demonstrating rhythm, formations, pathways, canon/unison/ levels and varied timings into a performance.   Badminton:   * Pupils to perform skills within drills and conditioned games * Leadership opportunities * Officiating * Evaluating performance * Communication and teamwork * Selection of shot to meet the demands of a game | Speech | Swimming:  Free style  Front crawl  Back crawl  Breast stroke  Butterfly  coordination  Speed  Streamline  Tension  Extension  Trickle breathing |
| Speech | Dance:  Beats  Rhythm  Motif  Formation  Pathways  Canon  Routine  Levels  Floor  Unison  Timings  Rehearsal  Analysis |
| Speech | Badminton:  Grip  Body position  Flick  Backhand  Forehand  Overhead clear  Drop shot  Net shot  Accuracy  Power  Agility |
| Checklist RTL | Pupils are assessed throughout the unit. Pupils will complete their assessment booklet at the end of each activity which will include a pupil grade and a teacher grade. |

OAA:

* What is OAA?
* What is problem solving?
* What is verbal and non verbal communication?
* Why is this important?
* What is trust?
* What is empathy?
* What is teamwork?
* What is leadership?
* What are tactics?
* What is planning?
* Why is planning important?
* What is success?

Gymnastics:

* Balances
* Tension of muscles
* Extension of body
* Rolls (Forward, backwards, teddy, pencil, cartwheel)
* Jump (tuck, pike, straddle, star, pencil, split)
* Performing a sequence
* Compositional elements (levels, speed, pathways, direction, canon and unison)

OAA:

* Pupils will be presented with problems to try and solve
* Leadership opportunities
* Evaluating performance
* Communication and teamwork
* Pupils to plan a solution to a problem.
* How does problem solving link to everyday life?
* Why is it important to analyse a problem?
* Why is understanding empathy important when working with others?

Gymnastics:

* Pupils to perform skills within rehearsal time and student observation routines.
* Leadership/ coaching opportunities.
* Evaluating performance.
* Communication and teamwork.

OAA:

* What is OAA?
* What is problem solving?
* What is verbal and non verbal communication?
* Why is this important?
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OAA:

OAA – Outdoor Adventurous Activities

Problem Solving

Verbal Communication

Non -Verbal Communication

Trust

Empathy

Teamwork

Leadership

Tactics

Analyse

Planning

* Success

Gymnastics:

* Balances
* Tension of muscles
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* Rolls (Forward, backwards, teddy, pencil, cartwheel)
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* Performing a sequence
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Gymnastics:

Balance

Tension

Extension

Quality of Movement  
Rolls

Safety

Jumping

Aesthetically pleasing

Control

Fluency

Levels

Speed

Pathways

Directions

Canon

* Unison

Fitness:

* Pupils to perform training session
* Leadership opportunities
* Evaluating performance
* Communication and teamwork
* Designing their own training sessions

OAA:

OAA – Outdoor Adventurous Activities

Problem Solving

Verbal Communication

Non -Verbal Communication

Trust

Empathy

Teamwork

Leadership

Tactics

Analyse

Planning

Success