



Subject: PE

Lead Teacher: Miss R Saunders

Year: 7

Curriculum organisation
 Students are taught in class groups (NPGHS) of 30 students for **two** hours per week. They are not grouped by ability. They are taught one PE lesson and one Games lesson per week.
 In Year 7, students usually have varied experiences of PE, depending on their primary school's sport facilities, PE curriculums and staff expertise. For example, some students may have done a lot of netball whereas others would not have done any. Therefore, in year 7 we start with establishing or perfecting the basic skills and knowledge for the given sport before working towards game situations and an interhouse competition whereby they demonstrate their newly developed skills and abilities.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	Games – Netball 1. Introduction to the game 2. Passing 3. Introduction to positions 4. Spacing 5. Creating Space 6. Defensive skills 7. House Netball	<ul style="list-style-type: none"> What skills are used in the game of netball? Do you know the positions in netball and where they are allowed? Can you talk about the difference between attacking and defending? 	<ul style="list-style-type: none"> Defence, Attack, Positions. Bounce, chest, shoulder pass. Footwork, Spacing, Driving, Marking 	<ul style="list-style-type: none"> Passing skills Positional play Spacing Attacking and Defending skills Game Play 	
	PE – Transition to NGHS 1. Introduction to NGHS PE 2. Team building x 2 lessons 3. Warm ups x 3 (teacher led and student led) 4. Hand eye co-ordination games 5. Muscular Endurance 6. Cardiovascular endurance	<ul style="list-style-type: none"> Why is team work important? How do we warm up efficiently? What are the benefits of warming up? 	<ul style="list-style-type: none"> Problem solving Planning Critical thinking Increased HR 	<ul style="list-style-type: none"> Communication Team work Leadership Passing skills 	<ul style="list-style-type: none"> Practical lessons Individual work Pair work Small group work Whole class work Problem-solving tasks
	Games – Football 1. Passing 2. Dribbling 3. Movement 4. Shooting 5. Attacking skills 6. Defending skills 7. Interhouse	<ul style="list-style-type: none"> What skills are used when attacking / defending in football? How can I score a goal in football? How can I progress my football skills further? 	<ul style="list-style-type: none"> Principles of attack and defence Finding and using space Tactics Marking 	<ul style="list-style-type: none"> Passing skills Dribbling skills Spacing Attacking and Defending skills Game Play 	
	PE – Dance 1. Introduction to Dance x 3 taught lessons 2. Interhouse Dance Practice x 3	<ul style="list-style-type: none"> What dance actions are used to choreograph a piece of dance? Can you describe ways to change use of the space in dance? 	<ul style="list-style-type: none"> Dance Action words (travel, turn, balance, jump, fall) Dance Principles (relationships, formations, 	<ul style="list-style-type: none"> Learn and remember a short phrase of dance Choreography skills Performance skills Evaluation skills 	

	3. Interhouse Dance Competition	<ul style="list-style-type: none"> • Can you describe how to use changes in level in dance? 	<p>dynamics, pathways, timing)</p> <ul style="list-style-type: none"> • Gestures 		
Spring Term	<p>Games – Handball</p> <ol style="list-style-type: none"> 1. Introduction to the game 2. Ball familiarisation 3. Attacking skills 4. Defending skills 5. Tactics 6. Game development 7. House handball 	<ul style="list-style-type: none"> • What skills are needed to be successful in handball? • What strategies can I apply in a game of handball? • What are the rules of handball? 	<ul style="list-style-type: none"> • Attack • Defence • Positions • Finding and using space • Blocking • Anticipation 	<ul style="list-style-type: none"> • Passing skills • Spacing • Attacking and defending skills • Team work • Game play 	
	<p>Games – Kinball</p> <ol style="list-style-type: none"> 1. Introduction to the game 2. Ball familiarisation 3. Attacking skills 4. Defensive skills 5. Game development 6. Game development 7. House Kinball 	<ul style="list-style-type: none"> • What skills are needed to be successful at kinball? • How do you win a game of kinball? • What strategies can I apply in a game situation? 	<ul style="list-style-type: none"> • Positions • Attack • Defend • Balance • Stance • Hitting technique 	<ul style="list-style-type: none"> • Decision making • Team work • Hitting skills • Attacking and defensive skills • Game play 	
	<p>Games – Tag Rugby</p> <ol style="list-style-type: none"> 1. Ball familiarisation 2. Passing and receiving 3. Use of width 4. Introduction to tags 5. Game development 6. Game development 7. Inter house 	<ul style="list-style-type: none"> • How do I attack and defend in Rugby? • What skills can I use to score a try? What are the rules about passing in Rugby? 	<ul style="list-style-type: none"> • Attack • Defence • Pressing • Formation • Finding and using space • Changing speed • Playing the ball • Delaying • Anticipation • Intercepting 	<ul style="list-style-type: none"> • Passing skills • Spacing • Attacking and Defending skills • Game Play 	
	<p>PE – Gymnastics</p> <ol style="list-style-type: none"> 1. Locomotion 2. Transference of weight 3. Balance – individual / partner 4. Balance – partner / groupwork 5. Balance - Development 6. Inter house 	<ul style="list-style-type: none"> • What skills do I need to use to create a gymnastics routine? • How do I perform the skills to ensure all movements are effective? • How do you complete a balance in gymnastics? 	<ul style="list-style-type: none"> • Performance • Dynamics • Balance • Counter balance • Rolls • Handstands • Cartwheels • Transference of weight 	<ul style="list-style-type: none"> • Learn and practice short sequences • Partner work • Performance skills • Evaluation skills 	
Summer Term	<p>Games – Cricket</p> <ol style="list-style-type: none"> 1. Ball familiarisation 2. Fielding 3. Bowling 4. Batting 5. Game Development 6. Inter house 	<ul style="list-style-type: none"> • What fielding skills are useful in the game? • What technique do I need to use to bat effectively? • What are the key bowling principles in the rules of the game? 	<ul style="list-style-type: none"> • Stance • Body position • Attacking defensive strokes • Batting order • Bowling techniques • Officiating / umpiring 	<ul style="list-style-type: none"> • Batting skills • Fielding skills • Throwing skills • Catching skills • Game play 	
	<p>PE – Athletics</p> <ol style="list-style-type: none"> 1 – 3. Introduce running style over different distances 4. Pace running 5. Long Jump 6. Shot Putt 7. Javelin 	<ul style="list-style-type: none"> • What are the 3 athletics disciplines? • How is running technique different for changing distances? What are the rules on the athletics track for different events? 	<ul style="list-style-type: none"> • Stride length • Leg and arm action • Head position • Pacing • Stance • Release • Follow through 	<ul style="list-style-type: none"> • Development of running jumping and throwing skills • Umpiring skills • Team work • Coaching skills 	

	8. Hurdles 9. Relay 10. Interhouse		<ul style="list-style-type: none"> • Angle of release • Approach • Run up • Take off 		
	Games – Rounders 1. Ball familiarisation 2. Fielding 3. Bowling 4. Batting 5. Game Development 6. Inter house	<ul style="list-style-type: none"> • What fielding skills are useful in the game? • What technique do I need to use to bat effectively? • What are the key bowling principles in the rules of the game? 	<ul style="list-style-type: none"> • Stance • Body position • Follow through • Batting order • Bowling techniques 	<ul style="list-style-type: none"> • Batting skills • Fielding skills • Throwing skills • Catching skills • Game play 	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Full PE kit • Mouthguard / Gum shield • Shin pads • Trainers 	<p>Baseline assessment in Autumn half-term 1</p> <p>Students will peer-assess during performance-based lessons (dance / gymnastics)</p> <p>Assessment is continuous and is based on:</p> <p>Development of skills practically</p> <p>Their ability to make and apply decisions in changing game / choreographic situations</p> <p>Their development of physical and mental capacity to excel and challenge themselves to improve further</p> <p>Their evaluation skills in order to continue to improve</p>
Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • All lessons are delivered to show differentiation to allow students to build confidence and be able to stretch and challenge their existing performance levels • Students are encouraged to push themselves to try the harder options within lessons in order to make more progress • Students are welcome to attend clubs and represent school teams in order to further their performance level • We also run trip and activities to watch sport at the top level and take teams away on annual tours. 	<p>Ensure that she has full PE kit to be able to participate in indoor and outdoor sports in all weathers (layers for the winter, sun protection for the summer)</p> <p>Make sure that if she is injured that a note is provided to explain the injury, how long she will be unable to participate, a supporting doctors / physio note if a longer-term injury and PE kit for her to change into so that she can still take on a role during the lesson.</p> <p>Encourage her to participate in the extra-curricular opportunities for PE.</p>

Inclusion	Inclusion within Year 7 PE
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use of a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • Within different sports students learn about a range of performers/coaches/officials with a full range of backgrounds, including those with disabilities. • Students are supported practically by the teacher if a student requires this. • Equipment is adapted where necessary to accommodate the needs of the students with SEND – e.g. A bigger ball/bat. • Modified rules and regulations can be implemented to aid inclusion and accessibility. • Where necessary students are given frequent demonstrations to revisit previous techniques taught to support their understanding. • Keywords/ subject specific vocabulary displayed on sports hall walls to aid memory. • Groupings are designed to support students when practicing their isolated skills or competitive games.
Rosenshine's Principles – Individual needs	
<ul style="list-style-type: none"> • Equipment – Differentiated where necessary. • Demonstrate and showcase – students to demonstrate – correct technique – support peers. • Questioning in lessons – Open and closed questions- Probing and Funnel questions (evaluation, analysis and application). • Peer assessment – Technique – WWW and EBI – support peers- technology and performance analysis. • Groupings – when students are completing isolated drills or in a competitive situation. • Standards – Opportunities for students to evaluate their own performance- use of standardised tables- set targets. 	

If you have any questions about this Learning Overview, please contact the named Teacher above.