



Curriculum Plan *PE (Boys) *



Year 7	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts) Skill acquisition and development Application of acquired skills in non-competitive and competitive tasks Personal development within physical tasks Co-operating with others within physical tasks				Enrichment: What is offered through the year to support learning in the classroom? Extra-curricular clubs Fixtures with other schools Inter-tutor competitions		Review and evaluation: Give date for review of the curriculum Term 6 2024	
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary		Knowledge tracking
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.		What prior learning does this term’s curriculum link to and what future learning does this term’s curriculum link to?
	Rugby	Teacher feedback	Developing technique and improving performance of core skills: Ball carrying Handling Attacking principals Tackling Ball presentation & rucking Scrummaging Rules & regulations Safe practice for specific skills, E.g., scrummaging	Knowledge of rules & techniques. Effective team work. Good positioning & support. Adapting skills when moving from fixed to varied practice or gameplay Successful application of skills in game play Act on feedback	Off-side rule at ruck / breakdown Passing backwards Rules around the ruck, e.g., off feet, hands in the ruck, in at the side, not rolling away On side position from set piece	Tier 2 Handling Tackling Turn over Restart Attack Defence Pressure Recycle	Tier 3 Rucking Offside Breakdown Scrum	Some, but not all students would have covered tag rugby in primary school. Some students may have done contact rugby in primary school, and some may have experienced rugby outside of school in clubs.
	Gymnastics (PE 1)	Individual performance of a floor sequence that includes rolls, jumps and a balance	Developing technique and improving performance of core skills: Types of rolls Types of jumps Balances Developing floor sequences Linking moves Technique for skills Safe practice for specific skills	Emphasis on quality of movement. Selecting skills for a sequence. Balancing quality of movement with level of difficulty. Success is based on ‘subjective’ criteria	Moves that score ‘style’ points in extreme sports (i.e., skateboarding) are not applicable in gymnastics. ½ twist and full twist – not 180 or 360 degrees. Avoid primary school terminology e.g., straddle jump not a star jump	Tier 2 Balance Jumps Control Travel Linking Rolls	Tier 3 Aesthetics Fluency Tension Extension	Most students would have completed a lot of gymnastic type lessons in primary school. Some may belong to gymnastic clubs outside of school or similar (diving, trampolining)
	Basketball (PE 2)	Teacher feedback	Developing technique and improving performance of core skills:	Knowledge of rules & techniques. Effective team work.	Rules around dribbling (double dribbling, travelling), e.g. Can dribble, stop, dribble again	Tier 2 Travelling Marking Dribbling	Tier 3 Pivot Double-dribble	Most pupils arrive at secondary school with limited basketball experience. A few may arrive with experience.



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			Ball familiarisation Passing and receiving Dribbling and pivoting Set shot Lay-up Rules and regulations Using basic tactics and strategies to overcome an opponent	Good positioning & support. Adapting skills when moving from fixed to varied practice or gameplay Successful application of skills in game play Act on feedback	Contact rules Pivoting How to steal the ball	Attacking Defending Technique Baseline	Lay-up Backboard	
Term 2	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.		What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
	Rugby Game play	MCQ homework at the end of term	Students will apply the skills learnt in T1 in small-sided games Students play non-contact or contact rugby based on level of confidence.	Same as T1	Same as T1	Tier 2 Handling Tackling Turn over Restart Attack Defence Pressure Recycle	Tier 3 Rucking Offside Breakdown Scrum	Students are applying acquired and developed skills from T1 into contact or non-contact small-sided games
	Hockey	Teacher feedback	Developing technique and improving performance of core skills: Ball and stick familiarisation Dribbling Passing and receiving shooting Rules and regulations Using tactics and strategies to overcome an opponent	Knowledge of rules & techniques. Effective team work. Good positioning & support. Adapting skills when moving from fixed to varied practice or gameplay Successful application of skills in game play Act on feedback	No offsides Can only use one side of the stick Can self-pass	Tier 2 Attack Defence Slap pass Push pass Hit Jab tackle Block tackle	Tier 3 16 hit out Free hit Self-pass Posting up Roll out	Very few primary schools have hockey equipment or facilities, therefore the vast majority of students are playing hockey on Astroturf for the first time. Small minority would have played club hockey
	Basketball (PE1)	Teacher feedback	Developing technique and improving performance of core skills: Ball familiarisation Passing and receiving	Knowledge of rules & techniques. Effective team work.	Rules around dribbling (double dribbling, travelling), e.g. Can dribble, stop, dribble again Contact rules	Tier 2 Travelling Marking Dribbling Attacking	Tier 3 Pivot Double-dribble Lay-up	Most pupils arrive at secondary school with limited basketball experience. A few may arrive with experience.



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			<p>Dribbling and pivoting</p> <p>Set shot</p> <p>Lay-up</p> <p>Rules and regulations</p> <p>Using tactics and strategies to overcome an opponent</p>	<p>Good positioning & support.</p> <p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>	<p>Pivoting</p> <p>How to steal the ball</p>	<p>Defending</p> <p>Technique</p> <p>Baseline</p>	<p>Backboard</p>	
Term 3	Football	Teacher feedback	<p>Developing technique and improving performance of core skills:</p> <p>Ball control</p> <p>Dribbling</p> <p>Passing and receiving</p> <p>Shooting</p> <p>Using tactics and strategies to overcome an opponent.</p> <p>Rules and regulations</p>	<p>Knowledge of rules & techniques.</p> <p>Effective team work.</p> <p>Good positioning & support.</p> <p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>	<p>Difference between dribbling and running with the ball.</p>	<p>Tier 2</p> <p>Attack</p> <p>Defence</p> <p>Turn</p> <p>Control</p> <p>Dribble</p> <p>Tackle</p> <p>Pass</p> <p>Shoot</p> <p>Space</p> <p>Marking</p>	<p>Tier 3</p> <p>Spatial awareness</p> <p>Body shape</p>	<p>Many students will have played football at primary school and in outside clubs.</p> <p>This is normally the main activity for students arriving with past experience and a foundation of core skills</p>
	Basketball (PE1)	MCQ Homework	<p>Developing technique and improving performance of core skills:</p> <p>Ball familiarisation</p> <p>Passing and receiving</p> <p>Dribbling and pivoting</p> <p>Set shot</p> <p>Lay-up</p> <p>Using tactics and strategies to overcome an opponent</p> <p>Rules and regulations</p>	<p>Knowledge of rules & techniques.</p> <p>Effective team work.</p> <p>Good positioning & support.</p> <p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>	<p>Rules around dribbling (double dribbling, travelling), e.g. Can dribble, stop, dribble again</p> <p>Contact rules</p> <p>Pivoting</p> <p>How to steal the ball</p>	<p>Tier 2</p> <p>Travelling</p> <p>Marking</p> <p>Dribbling</p> <p>Attacking</p> <p>Defending</p> <p>Technique</p> <p>Baseline</p>	<p>Tier 3</p> <p>Pivot</p> <p>Double-dribble</p> <p>Lay-up</p> <p>Backboard</p>	<p>Most pupils arrive at secondary school with limited basketball experience. A few may arrive with experience.</p>
	Gymnastics (PE2)	Individual performance of a floor routine including rolls, jumps and a balance	<p>Developing technique and improving performance of core skills:</p> <p>Types pf rolls</p> <p>Types of jumps</p> <p>Balances</p> <p>Developing floor sequences</p> <p>Linking moves</p>	<p>Selecting skills for a sequence.</p> <p>Balancing quality of movement with level of difficulty</p>	<p>Moves that score 'style' points in extreme sports (i.e., skateboarding) are not applicable in gymnastics</p> <p>½ twist and full twist – not 180 or 360 degrees</p>	<p>Tier 2</p> <p>Balance</p> <p>Jumps</p> <p>Control</p> <p>Travel</p> <p>Linking</p> <p>Rolls</p>	<p>Tier 3</p> <p>Aesthetics</p> <p>Fluency</p> <p>Tension</p> <p>Extension</p>	<p>Most students would have completed a lot of gymnastic type lessons in primary school.</p> <p>Some may belong to gymnastic clubs outside of</p>



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			Safe practice for specific skills					school or similar (diving, trampolining)
Term 4	Football Game play	MCQ Homework	Students will play small-sided games in an inter-tutor competition	Same as T3	Same as T3	Tier 2 Attack Defence Turn Control Dribble Tackle Pass Shoot Space Marking	Tier 3 Spatial awareness Body shape	Building on the work of T3 Many students will have played football at primary school and in outside clubs. This is normally the main activity for students arriving with past experience and a foundation of core skills
	Badminton	Teacher feedback	Developing technique and improving performance of core skills: Racket familiarisation Serving Overhead clear Drop-shot Net play Using tactics and strategies to overcome an opponent. Rules and regulations	Knowledge of rules & techniques. Effective shot selection Good positioning & footwork Adapting skills when moving from fixed to varied practice or gameplay Successful application of skills in game play Act on feedback	Badminton is played with a flexible wrist where as tennis is played with a firm wrist	Tier 2 Court Rallying Serving Overhead Co-ordination Positioning Grip	Tier 3 Forehand Backhand Shuttlecock Drop shot Service line Tramlines, Counter tension	Most pupils arrive at secondary school with limited badminton experience. A few may arrive with experience
	Gymnastics Balances	Individual performance	Developing technique and improving performance of core skills: Balances on and off apparatus Safe practice for specific skills	Develop a sequence of balances on and off apparatus Act on feedback	Holding a balance for 3 sections completely still	Tier 2 Balance Points Patches Jumps Control Travel Linking Rolls	Tier 3 Aesthetics Fluency Tension Extension Apparatus Counter balance	Most students would have completed a lot of gymnastic type lessons in primary school. Some may belong to gymnastic clubs outside of school or similar (diving, trampolining)
Term 5	Short Tennis (PE1)	Teacher feedback	Developing technique and improving performance of core skills: Stance & grip Groundstrokes – forehand & backhand Serving Volleying Game play	Knowledge of rules & techniques. Effective shot selection Good positioning & footwork Adapting skills when moving from fixed to varied practice or gameplay	Tennis is played with a firm wrist and badminton is played with a flexible wrist	Forehand Backhand Serving Volley Singles Doubles Grip Stance	Agility Service box Tramlines Centre line Base line	Similarities with badminton in terms of knowledge of where you can and can't hit the ball on court Some students will have experience of tennis from



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			Using tactics and strategies to overcome an opponent Rules and regulations	Successful application of skills in game play Act on feedback				outside clubs or primary school
	Softball (PE2)	Teacher feedback	Developing technique and improving performance of core skills: Batting stance Striking the ball Fielding in the deep Fielding on a base Adapted rules and procedures of a game Using tactics and strategies to overcome an opponent Rules and regulations	Knowledge of rules & procedures Good positioning in the field Adapting skills when moving from fixed to varied practice or gameplay Successful application of skills in game play Act on feedback	Not dropping the bat after striking the ball Knowing when to run between bases.	Tier 2 Batting Bowling Fielding Catching Throwing Base	Tier 3 Strike Foul ball No ball Run out Base hit Home run	The timing and hand-eye co-ordination of tennis and badminton will help some students Students arrive in Y7 with little or no softball experience
	Cricket	Teacher feedback	Developing technique and improving performance of core skills: Batting stance Basic shots (front foot and back foot Bowling Ground fielding Catching Using tactics and strategies to overcome an opponent Rules and regulations	Knowledge of rules & procedures Good positioning in the field Adapting skills when moving from fixed to varied practice or gameplay Successful application of skills in game play Act on feedback	Bowling – use straight arm ('bowl' not throw the ball) Bat or foot must be grounded into the crease when running between the wickets. Long barrier technique to stop the ball Extras – number of runs scored for wides & no balls.	Tier 2 Batting Bowling Fielding Catching Throwing No Ball Wide Run Bye & Leg-Bye Run out	Tier 3 Wicket Boundary Crease Long-barrier Wicket-keeper	Grassroots cricket is growing and many students arrive with experience gained from primary schools or local clubs running 'Play Cricket' summer programmes
	Athletics	Recording of times and distances	Developing technique and improving performance of core skills: Sprinting Middle distance Throws Jumps Relay Rules and regulations Health and safety procedures	Show determination and a willingness to achieve their personal best Perform safely Evaluate performances Act on feedback	Pacing The following are often confused, they should be: Sprint commands are 'Take your marks, set & Go' races 800m and longer only have two commands 'take your marks and Go!' High jump take off must be from one leg only. It is not against the rules to clip a hurdle or knock it over, as long as you don't push them with your hands this is fine.	Tier 2 Pacing Endurance Power Force Angle Trajectory	Tier 3 Agility Tactics Momentum Hitch kick Changeover Scissor kick Hang Technique	Students will arrive at secondary school with a foundation of fundamental motor skills (running, jumping, skipping, hopping, throwing) derived from play and are transferable to specific athletic disciplines.



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					Throwing events are measured from where the implement lands, not where they stop rolling. Remembering which track events require you to stay in your lane and which do not			
Term 6	Softball (PE1)	Teacher feedback	Developing technique and improving performance of core skills: Batting stance Striking the ball Fielding in the deep Fielding on a base Adapted rules and procedures of a game Using tactics and strategies to overcome an opponent Rules and regulations	Knowledge of rules & procedures Good positioning in the field Adapting skills when moving from fixed to varied practice or gameplay Successful application of skills in game play Act on feedback	Not dropping the bat after striking the ball Knowing when to run between bases.	Tier 2 Batting Bowling Fielding Catching Throwing Base	Tier 3 Strike Foul ball No ball Run out Base hit Home run	The timing and hand-eye co-ordination of tennis and badminton will help some students Students arrive in Y7 with little or no softball experience
	Short Tennis (PE2)	Teacher feedback	Developing technique and improving performance of core skills: Stance & grip Groundstrokes – forehand & backhand Serving Volleying Game play Using tactics and strategies to overcome an opponent Rules and regulations	Knowledge of rules & techniques. Effective shot selection Good positioning & footwork Adapting skills when moving from fixed to varied practice or gameplay Successful application of skills in game play Act on feedback	Tennis is played with a firm wrist and badminton is played with a flexible wrist	Forehand Backhand Serving Volley Singles Doubles Grip Stance	Agility Service box Tramlines Centre line Base line	Knowledge on where you can and cannot serve Knowledge on scoring system Knowledge on serving rules when playing doubles tennis
	Athletics	Multiple choice questions	Developing technique and improving performance of core skills: Sprinting Middle distance Throws Jumps Relay Rules and regulations Health and safety procedures	Show determination and a willingness to achieve their personal best Perform safely Evaluate performances Act on feedback	The following are often confused, they should be: Sprint commands are 'Take your marks, set & Go' races 800m and longer only have two commands 'take your marks and Go!' High jump take off must be from one leg only.	Pacing Endurance Power Force Angle Trajectory	Agility Tactics Momentum Fosbury flop Hitch kick Scissor kick Hang Technique	Students will arrive at secondary school with a foundation of fundamental motor skills (running, jumping, skipping, hopping, throwing) derived from play and are transferable to specific athletic disciplines.

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