

Year 7	<b>Golden Treads:</b> State the big ideas that will be taught across the year ( <a href="#">Threshold concepts</a> ) 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				<b>Enrichment:</b> What is offered through the year to support learning in the classroom? Extracurricular clubs Fixtures Inter-tutor competitions		<b>Review and evaluation:</b> Give date for review of the curriculum June 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 <a href="#">National Curriculum</a> 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. <a href="#">Substantive vs disciplinary knowledge</a>	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. <a href="#">Substantive vs disciplinary knowledge</a>	What are the key misconceptions that students have in this curriculum area?	List the <a href="#">Tier 2 and Tier 3</a> 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?
	<b>Gymnastics Locomotion</b>	Individual performance of sequence to music, last week of term	<b>Jumps:</b> Straight Tuck Straddle Pike Half twist Full twist  <b>Rolls:</b> Short sided roll Long sided roll Forward roll Backward roll Straddle roll	Create individual sequence using knowledge of composition  Analyse and evaluate own performance and performance of others  Act of feedback	Incorrect use of primary terminology e.g., teddy bear roll and a string bean jump.	Tier 2: Footwork patterns Control Safe landings Travelling Take off Landings  Tier 3: Extension Aesthetically pleasing Locomotion Body tension Composure	KS2 gymnastics skills  Gymnastics flight and balance modules
	<b>Football</b>	Continual assessment of knowledge, skills and game play  Inter tutor competition	Rules of game – free kicks, out of play, hand ball, corners, goal kicks  Coaching points of key skills: passing, receiving, dribbling, tackling, shooting, turning	Perform a range of skills  Selecting the most appropriate skill to use in specific situation  Demonstrate teamwork within small and larger sized games  Analyse and evaluate own performance and performance of others  Act on feedback	Using toes to kick the ball rather than inside/outside/laces or bottom of foot  Diving in to tackles rather than shadowing opponents	Tier 2: Pass receive dribbling Tackle Attack Defence Shooting Turning Control  Tier 3: Cushioning Trapping the ball Spatial awareness	KS2 invasion game experience  Other invasion games.  Future invasion games in year 7 and football in year 8
	<b>Cross Country</b>	Continual assessment of knowledge, skills and game play  Inter tutor competition	Rules of a competition – starting commands, process at the finish, adhering to the course.	Apply pacing to complete route  Analyse and evaluate of own performance.	Increased breathing rate and heart rate can cause panic when running, these are normal responses to exercise.	Tier 2: Timekeeping funnel, Competition Average  Tier 3:	HRE unit  Links with aspects of athletics

Term 2			Response of the body to continuous exercise.  How to pace a race.			Pacing Heart rate Breathing rate Terrain Warm up	
	<b>Netball (Term 1 and 2)</b>	Continual assessment of knowledge, skills and game play  Inter tutor competition	Ball familiarisation  Footwork rule  Keeping possession  Attacking/Defending skills  Positioning  Introduction to set plays  Free pass and Penalty pass and when they are awarded	Perform a range of skills  Selecting the most appropriate skill to use in specific situation  Demonstrate teamwork within small and larger sized games  Analyse and evaluate own performance and performance of others  Act on feedback	You can only land on one foot at a time – one or two footed landings are used in netball.  GS and GK can only play in the shooting circle – GK and GS are allowed in the whole third.	Tier 2: Passing Receiving Shooting Attacking Defending  Tier 3: Chest Bounce Shoulder Pivot Free pass Penalty pass Sprint dodge Footwork Feint dodge Double dodge marking Intercepting Set plays	KS2 experiences of High 5 Netball  Other invasion games and year 8 netball
	<b>Gymnastics - Balance</b>	Individual performance of sequence to music.	How to perform balances demonstrating good quality: Point Patch Inverted	Create individual sequence using knowledge of composition  Analyse and evaluate own performance and performance of others  Act on feedback	Students often rush through balances and sequences – balances should be held for at least 3 seconds, to demonstrate the control and clarity of shape.	Tier 2: Control Balance Sequence Body tension  Tier 3: Locomotion Patch Point Inverted Extension Aesthetically pleasing	Previous gymnastics unit (Locomotion)  Future gymnastics unit (Flight) & yr 8 & 9 gymnastics modules
Term 3	<b>Short Tennis</b>	Continual assessment of knowledge, skills and game play	Hand eye coordination Forehand and Backhand Techniques Introduction to scoring and officiating Ready positions	Perform a range of skills  Selecting the most appropriate skill to use in specific situation  Work independently and as part of a pair/small group  Analyse and evaluate own performance and performance of others	You can volley the ball - the ball must bounce before it is returned in Short Tennis, no volleying.	Tier 2: Competiton Co-ordination Grip Forehand Backhand Rally  Tier 3: Stroke Feeding	Racket activities in KS2.  Tennis in term 5/6

Term 4				Act on feedback		Stance Base line Tramlines Service box	
	<b>Gymnastics – Flight</b>	Performance to other group to music.	Revision of jumps from Term 1 – straight, tuck, pike, straddle, half twist and full twist.  Take off and landings  Flight using trampets  Flight using apparatus	Create individual sequence using knowledge of composition  Analyse and evaluate own performance and performance of others  Act on feedback	Often footwork patterns onto trampettes and springboards are incorrect – two feet together must be placed on the apparatus to get maximal and balanced spring back	Tier 2: Box top Spring board Sequence Wall bars  Tier 3: Dive forward roll Trampet Aesthetically pleasing Co-ordination	Previous gymnastics units (Locomotion & Balance)  Future gymnastics units yr 8&9
	<b>Hockey (Term 3 and 4)</b>	Continual assessment of knowledge, skills and game play  Inter tutor competition	Grip & stance Passing and receiving Dribbling – open and closed side Shooting Tackling	Perform a range of skills  Selecting the most appropriate skill to use in specific situation  Demonstrate teamwork within small and larger sized games  Analyse and evaluate own performance and performance of others  Act on feedback	Using the round side/back of stick  Diving in to tackles rather than shadowing an opponent  There are no left-handed hockey sticks	Tier 2: Grip Stance Possession Travelling  Tier 3: Open dribble Closed dribble Pass Tackle Posting Up Roll out	Invasion games &/or hockey in KS2  Future invasion game activities and hockey in yr 8
	<b>Touch Rugby (2 Doubles)</b>	Continual assessment of knowledge, skills and game play	Introduce TAG belts How to “Tackle” What to do as a tackler player Basic Handling Game play	Perform a range of skills  Selecting the most appropriate skill to use in specific situation  Demonstrate teamwork within small and larger sized games  Analyse and evaluate own performance and performance of others  Act on feedback	Passing the ball backwards, understanding what happens if the ball has been passed forwards.  Dropping the ball on the line to score a try, not placing it down.	Tier 2: Passing Receiving Try “Touch”  Tier 3 Spatial awareness Pop pass Lateral/backwards pass Onside 2V1	KS2 experiences & invasion games  Rugby in year 8&9

Term 5 and 6	<b>HRE</b>	Continual assessment	<p>Aerobic fitness</p> <p>Impact of exercise on HR</p> <p>Muscular Endurance</p> <p>Aerobics</p> <p>Games</p>	<p>Show a desire to work hard</p> <p>Perform activities safely</p> <p>Work independently</p> <p>Work as part of a team</p>	<p>Misnaming muscles and bones.</p> <p>Increased breathing rate and heart rate can cause panic when running, these are normal responses to exercise.</p>	<p>Tier 2 Health Fitness Orienteering Aerobics</p> <p>Tier 3 Warm up Cardiovascular fitness Heart rate Muscular endurance Cardiovascular Endurance Lactic acid</p>	Links to all activities
	<b>Athletics</b>	Continual assessment throughout and recording of performances	<p>Track: &amp; Field Events</p> <p>Techniques</p> <p>Rules</p> <p>Measuring/Timing</p> <p>Pacing</p>	<p>Show a desire to work hard</p> <p>Perform activities safely</p> <p>Work independently</p> <p>Work as part of a team</p> <p>Evaluate performance</p>	<p>The following are often confused, they should be: Sprint commands are 'Take your marks, set &amp; 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. Throwing events are measured from where the implement lands, not where they stop rolling.</p>	<p>Tier 2 Pacing Endurance Technique Timekeeping Measurement</p> <p>Tier 3 Trail leg Hurdles Changeover Scissor kick</p>	Links to HRE & future athletics & cross country lessons.
	<b>Tennis</b>	Continual assessment of knowledge, skills and game play	<p>Stance and starting positions</p> <p>Forehand and Backhand stroke</p> <p>Rallies</p> <p>Volley</p> <p>Scoring</p> <p>Doubles and Singles gameplay</p>	<p>Perform a range of skills</p> <p>Selecting the most appropriate skill to use in specific situation</p> <p>Work independently and as part of a pair/small group</p> <p>Analyse and evaluate own performance and performance of others</p> <p>Act on feedback</p>	<p>Scoring system – students often think the scoring system is love, 15, 30, 45, game.</p> <p>The correct scoring is love, 15, 30, <b>40</b>, game.</p>	<p>Tier 2: Grip Coordination Forehand Backhand Rally</p> <p>Tier 3: Stroke Feeding Volley Body positioning</p>	<p>Prior skills from short tennis.</p> <p>Some transfer across other racket sports.</p>

	<b>Striking and fielding</b>	Continual assessment of knowledge, skills and game play	Throwing – Overarm/ underarm	Perform a range of skills	Students will often drop the bat when playing, this is incorrect, the player must always keep the bat in their hand.	Tier 2: Batting Catching Throwing Bowling Fielding  Tier 3: Australian catch English catch Long barrier Short barrier Block Wickets Crease Base Drive Hook	Prior experience in KS2  Links with other striking and fielding activities (cricket and softball)
		Inter tutor competition	Bowling – underarm in both rounders and cricket  Catching – English/ Australian  Batting – rounders - Blocking / striking Cricket – block, drive, hook  Fielding - long barrier – short barrier, chase, one handed pick up  Conditioned games for both rounders and cricket  Inter tutor	Selecting the most appropriate skill to use in specific situation  Demonstrate teamwork within small and larger sized games  Analyse and evaluate own performance and performance of others  Act on feedback			