

KS3 PE CURRICULUM MAP YEAR 7

Intent:

Physical education will be at the heart of the Academy and will endeavour to promote life-long physical activity. Students will improve their health and wellbeing through a holistic approach that allows them to flourish and become valuable members of society. We will create opportunities for students to develop personally through a wide range of experiences.

Students will make progress and become physically literate and able to articulate the key knowledge required for physical education whatever their starting point. Students will have opportunities to engage in competitive sport and leadership skills helping to build character and embed core values. Physical education should inspire students to become physically competent in a way which promotes lifelong physical activity.

The Oasis Physical Education Curriculum will improve students' health and wellbeing through a holistic approach that allows them to flourish and become valuable members within their community. Students will be provided with opportunities to develop personally through a wide range of experiences. They will have opportunities to engage and excel in competitive sport, physical activities and leadership, building character and embedding wider core values throughout.

Sequencing:

The Oasis Physical Education curriculum is sequentially planned so that the core and wider skills and knowledge required to be physically literate are developed over time.

- **Movement skills (Hands):** students develop locomotor, non-locomotor and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan.
- **Health and fitness (Hands):** students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will encourage the holistic development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives.
- **Technical skills (Hands):** students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s).
- **Tactical knowledge (Head):** students learn how to select and apply appropriate tactics and strategies and apply these to the sport or situation they are in.
- **Leadership (Head & Heart):** students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others.
- **Analytical skills (Head):** students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance.
- **Sportsmanship (Heart):** students will learn the importance of respect and fair play in sport, they will actively role model a positive sporting etiquette.

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Assessment

What will progression look like across Key Stage 3?

Building upon the skills developed in primary education, students continue to develop their physical competence. Students will also consolidate and enrich their knowledge of sport, physical activity and healthy lifestyles enabling them to make healthy active choices. Lastly, students will develop the key qualities and characteristics required to work effectively in a team as well as independently and role model good sportsmanship. Below is an outline of what progression will look like within students across KS3.

	Hands	Head	Heart
Bronze	<i>Students will be able to demonstrate basic movement skills required within sport and activity. They will build upon the skills taught in KS2 and be able to perform basic skills with good control in isolation and occasionally apply these to competitive situations. They will begin to link movements together with some fluency. Students will identify aspects of a healthy lifestyle and demonstrate good levels of physical activity and effort within their lessons.</i>	<i>Students will be able to describe the body's responses to exercise using anatomically correct language. They will develop basic anatomy and physiology knowledge allowing them to identify muscles, bones and systems of the body. They will be able to identify the main rules and regulations of the sports taught and play to those rules. They will begin to develop tactical knowledge allowing them to describe basic attacking and defensive tactics. They will understand the key foundations of a healthy lifestyle and use this knowledge to identify areas for improvement in their own fitness. They will be able to reflect honestly on their sporting performances and identify their strengths and areas for improvement.</i>	<i>Students will be able to demonstrate respect towards the teacher and their peers. They will understand the importance of recognising and responding appropriately to the emotions of their peers. They will be patient and empathetic towards others and contribute towards a positive learning atmosphere. They will also begin to control their own emotions in non-competitive and competitive situations.</i>
Silver	<i>Students will be able to perform basic skills with accuracy and precision in a range of contexts. They will be able to perform these skills in response to pressurised situations with success. They will perform and link movements together with increased fluency and creativity. Students will demonstrate improved levels of fitness and apply the key concepts of a healthy lifestyle to help them improve.</i>	<i>Students will build upon their knowledge of anatomy and physiology and be able to describe some basic movement analysis in sporting contexts. They will be able to apply their basic tactical knowledge and implement basic formations and set plays with some success. Students will be able to effectively assess their own performances and levels of fitness against previous data, recognising their strengths and areas for improvement.</i>	<i>Students will become more independent and will work effectively within a team with minimal supervision from their teacher. Students will be compassionate towards their peers and demonstrate good self-control within competitive environments. Students will be focused and hardworking within their lessons and committed to improving their health and wellbeing. Students will begin to grow in confidence and lead small aspects of their lessons e.g. warm ups.</i>
Gold	<i>Students will be able to perform a range of skills with good technique and transfer these skills across a range of contexts within physical education. Students will be able to create routines and link movements with fluency and creativity. Students will apply the key concepts of a healthy lifestyle across all aspects of their lives and demonstrate a good level of fitness within their lessons.</i>	<i>Students will refine their knowledge of the body, its energy systems and the components of fitness to allow them to effectively evaluate their own fitness. They will be able to use their tactical and technical knowledge to implement more complex tactics, formations and set plays with success. Students will become more independent and will be able to confidently plan and deliver activities that will improve their fitness and/or performance in sport.</i>	<i>Students will demonstrate good leadership qualities and will confidently lead in a variety of roles. Students will demonstrate excellent sportsmanship in lesson and extra-curricular activities. Students will embrace the culture of fair play and be role models to others, they will promote an inclusive environment. Students will be able to work independently and as part of a team without guidance from their teacher.</i>

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<u>Term</u>	<u>Content</u>	<u>Skills students need to master:</u>	<u>Framed task</u>
Autumn 1	<u>Basketball</u> Passing Receiving Dribbling	Passing – use a variation of passes (chest and bounce), one/two handed passing (TIMING). Receiving – students’ hands are open (W shape) ready to receive a pass with their feet shoulder width apart. Dribbling - To dribble the ball in line with the hip, be able to change direction without losing control. Remember ‘Clean palm, dirty fingertips’	Students will be assessed using formative and summative assessment: Formative: Using AFL, students will develop their understanding in lessons and during different skill-based activities. Summative: Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their play and technical ability after each lesson to ensure that they effectively implement corrections each lesson.
Autumn 2	<u>Badminton</u> Serving (Underarm) Passing (Forearm Underhand) Passing (Overhand, Overhead or Setting) Attack (Hitting) Defensive skills	Highlighting court markings Basic rules and regulations of volleyball. Focus on correct technique – contact through the centre of the ball Follow through with serve/pass motion Accurate and consistent passing Attacking the volleyball Using the pal, of hand to ‘slap’ the ball – focus on hitting the ball DOWN. Adding defensive strategy & court positionings (POWER, CO-ORDINATION) (CO-ORDINATION)	Students will be assessed using formative and summative assessment: Formative: Using AFL, students will develop their understanding in lessons and during different skill-based activities. Summative: Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their play and technical ability after each lesson to ensure that they effectively implement corrections each lesson.
Spring 1	<u>Rugby</u> Passing and receiving Tagging & evading	Long and short passes at varying paces Front, rear, side tagging Side-stepping and running lanes	Students will be assessed using formative and summative assessment: Formative: Using AFL, students will develop their understanding in lessons and during different skill-based activities. Summative: Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their play and

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	Retaining possession	Rolling ball between legs to reset play and accurate passes in congested areas Handling and protecting the ball Changing the pace and direction whilst running with and without the ball	technical ability after each lesson to ensure that they effectively implement corrections each lesson.
Spring 2	<u>Netball</u> Passing Receiving / Spacing Landing	Perform a variation of passes (chest and bounce). Student's hands open ready to receive a pass with their feet shoulder width apart. Ensure students are in an unoccupied space or can run into one to receive a pass. Landing with both feet at the same time and pick one foot they want to step forward with to pass the ball on	Students will be assessed using formative and summative assessment: Formative: Using AFL, students will develop their understanding in lessons and during different skill-based activities. Summative: Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their play and technical ability after each lesson to ensure that they effectively implement corrections each lesson.
Summer 1	<u>Athletics</u> Intro to events and familiarisation of the rules and different stages of the events Track Throws Jumps	Students will perform the core skills/techniques in increasingly demanding and progressive drills. Track: Starts/finishes in different events (SPEED) Throws: fundamental grip, stance & build up to throw (BALANCE, COORDINATION) Movement into throwing action; release, follow-through (POWER, BALANCE, COORDINATION) and recovery (BALANCE)	Students should be assessed in two separate athletic events. Students should perform the core skills/techniques in increasingly demanding and progressive drills whilst adding competition

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		Jumps: Run-up (SPEED); take-off (POWER) & shape in the air (COORDINATION) Flight (FLEXIBILITY) & landing positioning (COORDINATION, REACTION TIME) and exit from the jump	
Summer 2	<u>Rounders</u> Batting Bowling Fielding	<p>Batting –Forehand (HAND – EYE COORDINATION), Ready position - feet shoulder width apart, standing sideways on.</p> <p>Bowling – slow to medium pace (SPEED), aiming to throw between shoulder and hip (EYE CONTACT AND ACCURACY).</p> <p>Catching in the field - from close and from a distance (SPACIAL AWARENESS AND COMMUNICATION) or catching as back-stop (READY POSITION, CONCENTRATION AND EYE-CONTACT). To use both underarm & over arm throws depending on game situations.</p>	<p>Students will be assessed using formative and summative assessment:</p> <p>Formative: Using AFL, students will develop their understanding in lessons and during different skill-based activities.</p> <p>Summative: Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their play and technical ability after each lesson to ensure that they effectively implement corrections each lesson.</p>