

Curriculum Overview

Subject: Physical Education

Year Group: 7

CHASE HIGH
Aspirations, Character & Excellence



Students are introduced to fundamental skills in team sports and individual activities. Initial tactics are introduced in team sports and evaluation and sequencing techniques in individual activities. Health and safety requirements of each activity will be delivered. Students are encouraged to demonstrate their learnt skills and tactics in small sided games. Key terms are introduced in lessons and reinforced around teaching areas and in changing rooms. Students are encouraged to attend EC.

TERM 1	TERM 2	TERM 3
<p>KNOWLEDGE/SKILLS Students will understand the three components of a warm up. Individual skills, tactics, key terms and health and safety requirements in: <u>Team Sports</u> Basketball, Netball, Football, Rugby, Dodgeball, Handball. Introduction of passing and moving in to space to develop give and go's/. Basic handling, receiving, tackling, types of passing and shooting skills are introduced and explored. Man to man defence is introduced. <u>Individual Activities</u> Trampolining, Fitness, Table Tennis, Cross Country</p>	<p>KNOWLEDGE/SKILLS Individual skills, tactics, key terms and health and safety requirements in: <u>Team Sports</u> Basketball, Netball, Football, Rugby, Dodgeball, Handball. Introduction of passing and moving in to space to develop give and go's/. Basic handling, receiving, tackling, types of passing and shooting skills are introduced and explored. Man to man defence is introduced. <u>Individual Activities</u> Trampolining, Fitness, Table Tennis, Cross Country.</p>	<p>KNOWLEDGE/SKILLS Individual skills, tactics, key terms and health and safety requirements in: <u>Team Sports</u> Cricket, Rounders, Softball, Long Ball, Dodgeball <u>Individual Activities</u> Athletics, Tennis</p>
<p>KEY ASSESSMENTS Half term 1: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures. Half term 2: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures.</p>	<p>KEY ASSESSMENTS Half term 1: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures. Half term 2: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures.</p>	<p>KEY ASSESSMENTS Half term 1: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures. Half term 2: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures.</p>

Extended reading suggestions and external resources:

Extension opportunities arise in PE through extra-curricular practices and inter school fixtures and competitions.

External resources are links to local clubs the PE Department has developed e.g. Westcliff Rugby Club, Southend Athletics Club.

Physical Education Key Stage 3 Assessment Criteria

	Bronze 	Silver 	Gold 	Platinum 
Team Games	Demonstrates <i>limited</i> application of skills and techniques. Creativity, use of tactics/strategies/compositional ideas and decision-making lacks accuracy and fluency. Awareness of role within/contribution to the team is <i>limited</i> .	Demonstrates a <i>basic</i> application of skills and techniques Creativity, use of tactics/strategies/compositional ideas and decision-making shows some accuracy and fluency. Awareness of role within/contribution to the team is <i>clear</i> .	Demonstrates <i>effective</i> application of skills and techniques Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluency. Awareness of role within/contribution to the team is <i>good</i> .	Demonstrates <i>very effective</i> application of skills and techniques. Creativity, use of tactics/strategies/compositional ideas and decision-making shows a <i>high level of accuracy and fluency</i> . Awareness of role within/contribution to the team is very good.
Individual Activities	As above with: Ability to maintain performance is inconsistent.	As above with: Ability to maintain performance is increasingly consistent.	As above with: Ability to maintain performance is consistent.	As above with: Ability to maintain performance is very consistent.
Leadership Fitness	Produces a <i>very basic session plan</i> which does not consider safety implications. Requires considerable prompting from the teacher in producing the session plan. Requires considerable support from staff or students during the delivery of the session.	Produces a <i>basic session plan</i> limited consideration of safety. Requires some prompting from the teacher in producing the session plan. Development required of delivery of the session.	Produces an <i>effective and safe session plan</i> . Little prompting from the teacher is required in producing the session plan. Good delivery of the session.	Produces a <i>detailed and safe session plan</i> . The session plan is produced independently. Excellent delivery of the session shows.
Coaching Fitness	Provides limited feedback that allows limited improvements to performance to be made. Communication skills and motivation techniques are <i>limited</i> .	Provides basic feedback that allows some improvement to performance to be made. Communication skills and motivation techniques are <i>basic</i> .	Provides accurate feedback that improves performance. Communication skills and motivation technique are <i>clear and confident</i> .	Is able to provide very accurate feedback that allows rapid progress to be made. Communication skills and motivation techniques are <i>very clear and confident</i> .