

		Term 1	Term 2	Term 3	
	Units of Work	Football Rugby Netball Fitness OAA	Handball Fitness Dance Table Tennis Hockey	Athletics Rounders Cricket Softball Tennis	
Cultural Transmission	Specification	<ul style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop their technique and improve their performance. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop their technique and improve their performance. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop their technique and improve their performance. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. 	
	Substantive Knowledge	<p>The What!</p> <p>Within Year 7, Physical Education lessons focus on developing the substantive knowledge required for students to develop as physical athletes. Students will learn the fundamentals in movement; throwing and catching, hand-eye coordination, foot-eye coordination, running, jumping and being able to perform tasks while moving. Students will access the following curriculum activities in Year 7; Football, Netball, Rugby, Hockey, Handball, Tennis, Table Tennis, OAA, Rounders, Cricket, Softball, Tennis and Athletics.</p>			
	Disciplinary Knowledge	<p>The How!</p> <p>Students are taught the fundamentals of Physical Education, with each activity being broken down into the key fitness and skill components that will be required to compete in each individual activity in future years. There will also be an introduction in the specific techniques required within each sport. Specifically, students will build their skill levels and understanding of fundamentals in throwing/catching, hand-eye and foot-eye coordination and performing these tasks while moving.</p> <p>Activity specific knowledge is as follow;</p> <p>Invasion and Striking and Fielding;</p> <ul style="list-style-type: none"> Develop ability to vary skills, actions and ideas and link these in ways that suit the games activity. <ul style="list-style-type: none"> Begin to communicate with others during game situations. Practices are completed that encourage the use of skills with co-ordination and control. <ul style="list-style-type: none"> Beginning to understand how to compete in a controlled manner. Students will begin to independently carry out different skills. <p>Outdoor Adventurous Activities;</p> <ul style="list-style-type: none"> Develop listening and communication skills Enhance problem solving skills, including map skills <ul style="list-style-type: none"> Discuss and work with others in a group Demonstrates an understanding of how to stay safe <p>Athletics</p> <ul style="list-style-type: none"> Develop the ability to run at speeds appropriate for the distance. e.g. sprinting and cross country <ul style="list-style-type: none"> Perform a running jump with some power and accuracy Performs a variety of throws using a selection of equipment (differentiated tasks) <ul style="list-style-type: none"> Can use equipment safely and with good control. <p>Dance;</p> <p>Within Year 7 dance, students will discover a range of different styles through studying a range of professional works. During the academic year our broad and ambitious curriculum allows students to build upon key knowledge about performing, choreographing and appreciating dance. Students are exposed to existing work from a range of cultures and are supported in their learning through demonstrations and guided practise.</p>			
	Sequencing (Flow)	<p>Retrieval & Extension</p> <p>Within our main feeder schools, students cover a broad and varied curriculum, including; Football, Hockey, Tag-Rugby, Swimming, Dance, Gymnastics, Crickets, Tennis and Athletics. However, the consistency and depth of learning across these schools is not fully embedded.</p> <p>Extension</p> <p>Throughout year 7 pupils will be looking specifically at basic rules and skills within a range of sports including, invasion games. Students will learn the fundamentals in movement; throwing and catching, hand-eye coordination, foot-eye coordination, running, jumping and being able to perform tasks while moving. The basic skills are required in order to enable future PE lessons to enable a more in depth look at tactics and sports specific skills.</p>	<p>Retrieval</p> <p>Pupils will have developed a number of transferable skills within their first term, allowing them to focus more on sports specific skills.</p> <p>Extension</p> <p>Throughout this term year 7 pupils will continue the development of their transferable skills whilst looking specifically sports specific skills within a range of sports including, handball, fitness, dance table tennis and hockey. In order to prepare for their year 8 lessons pupils will be required to begin to think about the tactics and techniques required within game situations..</p>	<p>Retrieval</p> <p>Pupils will have covered a number of different team sports allowing them to develop their ability to work within groups working towards a common goal. They will have also further developed their transferable skills which is vital to their progress throughout school PE.</p> <p>Extension</p> <p>Pupils this term will be looking specifically at summer sports such as athletics, cricket, softball, tennis and rounders. This will provide pupils a chance to participate in individual sports during athletics, this will allow pupils to develop their leadership skills through providing peer on peer feedback. Pupils will need to focus on the rules within the new sports for this term, pupils will also have the opportunity to develop cross curricular skills such as taking measurements, timings and equations.</p>	
	Summative Assessment	<p>RAGED skills based on Edexcel GCSE specification, as this is the course that is used for GCSE PE when the students reach year 10.</p>			
Personal Empowerment	Virtue	<p>Friendliness and Civility (September)</p> <p>Justice and Truthfulness (October)</p> <p>Courage (November)</p> <p>Generosity (December)</p>	<p>Gratitude (January)</p> <p>Good Speech (February)</p> <p>Good Temper (March)</p>	<p>Self-Mastery (April and May)</p> <p>Compassion (June)</p> <p>Good Sense (July)</p>	
	Link to Virtue	<p>Friendliness and Civility - Peer support within lessons, allowing for constructive feedback resulting in peer and group development</p> <p>Justice and Truthfulness - When working within groups and within competitive situations pupils will be expected to be truthful and display sportsmanship.</p> <p>Problem Solving - Understanding how the to tactically play different sports.</p> <p>Generosity - Looking at tge .</p>	<p>Gratitude - Being grateful for the broad traditions in art around the world.</p> <p>Good Speech - Thinking about how we speak to one another when giving critical feedback through peer assessment.</p> <p>Good Temper & Good Humour - Keeping calm when using specialist equipment and understanding that it takes time to perfect this.</p>	<p>Self-Mastery - Understanding how the use of three-dimensional materials can be used.</p> <p>Compassion - Considering the traditions of others and how they better our world.</p> <p>Good Sense - Working with others of different beliefs with care and consideration.</p>	
Preparation for Work	Skill	<p>Listening(September)</p> <p>Leadership(October)</p> <p>Problem Solving(November)</p> <p>Creativity(December)</p>	<p>Staying Positive (January)</p> <p>Speaking(February)</p> <p>Staying Positive (March)</p>	<p>Aiming High (April and May)</p> <p>Speaking(Bune)</p> <p>Teamwork (July)</p>	
	Link to Skill	<p>Transferable skills</p> <p>Listening - To listen to each other through peer assessments and class discussions.</p> <p>Leadership - Lead on presentation of their work, then leading on their own design.</p> <p>Courage - Being honest about their skills and confidence levels within lessons whilst trying to apply new skills within game situations.</p> <p>Creativity - be able to apply creativity to the process of coming up with and demonstrating basic fundamental skills and tactics.</p>	<p>Staying Positive - Staying positive when learning a new and difficult skill.</p> <p>Speaking - Learning to speak about your own performance and the performance of others.</p> <p>Staying Positive - Using feedback in a positive way relating to the development and learning of new skills and techniques.</p>	<p>Aiming High - looking to develop skills to the highest level possible and apply them within a contested situation.</p> <p>Speaking - using communication as a tool within each sport to provide effective and efficient information to help peers.</p> <p>Teamwork - Reviewing and evaluating each other's work. Developing ideas for outcomes and pieces.</p>	
Preparation for Citizenship	SMSC & British Values	<p>Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.</p> <p>Enable students to develop their self-knowledge, self-esteem and self-confidence.</p>	<p>Encourage respect for other people.</p> <p>Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</p>	<p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.</p> <p>Enable students to develop their self-knowledge, self-esteem, and self-confidence;</p>	
	Link to SMSC & British Values	<p>Developing opinions on current issues</p> <p>Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.</p>	<p>Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.</p>	<p>Looking at the work of a range of artists from different cultural backgrounds and appreciating the personal and cultural beliefs which leads to the work produced</p>	