**Y7 PE Curriculum Progression Map**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Dates** | 4th September – 20th October | 30th October – 15th December | 2nd January – 9th February | 19th February – 23rd March | 9th April – 25th May | 4th June – 24th July |
| **Weeks** | 7 Weeks | 7 Weeks | 6 Weeks | 5 Weeks | 5 Weeks | 7 weeks |
| **Lessons** | 7 Lessons | 7 Lessons | 6 Lessons | 5 Lessons | 5 Lessons | 7 Lessons |
| **Inset** | 2nd, 3rd, 20th September | 2nd December | - | - | - | 23rd July, 24th July |
| **Unit Title** | Baseline testing | Football (Depending on group) | Netball (Depending on group) | Basketball (Depending on group) | Athletics (Depending on group) | Rounders (Depending on group) |
| **Sequence** | * 6 basic fitness tests to be completed in each lesson. Results to be recorded in the ABCD booklets. * 6 min endurance Run * 30 metre sprint * Sit up (muscular endurance) test * Balance test * Agility * Standing long jump | * Key skills include passing using different parts of the foot, both stationary and moving, control (first touch), dribbling, turning, finishing, | Key skills to include:  Passing & foot work rule  Creating space/outwitting opponents  Attacking play/dodging  Shooting  Defending/positional awareness | Key skills to include:  passing and receiving, pivoting, stopping, dribbling, shooting (Set shot) and rebounding, creating space and marking  Games to include benchball, possession games, half-court games and 3 V 3 | Shot putt and javelin or discus,  High jump - Scissors and Fosbury  Long jump  Triple jump  Relay  Hurdles  Middle distance running  Sprinting  How to measure jumps and throws  How to time a sprint race   Rules of the events | Basic underarm throwing and catching  How to absorb the impact  Bowling technique - rules regarding no balls  Overarm throw high or flat and fast  Batting – stance, back lift, contact and follow through  Fielding – catching the low catch, intercepting and fielding the rolling ball  Games include bucketball, |
| **Rationale** | Pupils are baselined upon entry into year 7 and the testing allows teachers to gain an understanding of the student’s ability coming in at KS3.  The tests are repeated at the same time in year 8 and then year 9, results are recorded every year in the same booklet. This allows students and teachers to see any progression made but also any regressions.  Students are introduced the terminology associated with each of the tests to start to build their vocab. | To learn and develop the key skills for football  Pass the ball on the ground with consistency when stationary  Develop a good 1st touch by cushioning the ball  To show awareness of teammates  Understand the principles support, how to create and use space, marking  Games to include small possession games with/without defensive pressure, target games, uneven number games, small sided invasion games (up to 5 V 5) | To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.  The pupils are to develop their knowledge and understanding of the rules in netball.  To demonstrate the ability to evaluate performances and suggest ways to improve.  Further development - Inter house/form netball comp. | In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for basketball.  They work on improving the quality of their skills using various techniques.  In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition. | Accurate replication of running, jumping and throwing skills and learn specific techniques for events in order to improve performances.  They will carry out investigations into aspects of technique and use the information to become more technically proficient.  In all athletic activity, pupils will engage in performing and improving their skills and personal bests in relation to speed, height and distances. | In this unit pupils will replicate and improve individual technique in batting, bowling and fielding.  Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs.  Pupil should begin to accurately score games. |
| **Key Building Blocks** | Knowledge of:  Fitness  Health  Leading a Healthy, Active Lifestyle | Knowledge of:  Fitness  Health  Leading a Healthy, Active Lifestyle  Rules | Knowledge of:  Shooting challenges  Warming-up / cooling down theory  Bone of the week / muscle of the week | Knowledge of:  The basic principles of attack and defence.  Small teams to plan how to play  Taken different roles in some games, including attacker and defender  Used and kept rules and conventions for games | Knowledge of:  Experienced running, jumping and throwing in an athletic form.  Demonstrated basic technique | Knowledge of:  Developed an understanding of field placement.  Where to hit the ball to increase chances of scoring  Experienced a range of batting, bowling and fielding techniques. |
| **Retrieval Practices** | Whiteboard activities  Q and A session  Practical performance  Demonstration | Whiteboard activities  Q and A session  Practical performance  Demonstration | Whiteboard activities  Q and A session  Practical performance  Demonstration | Whiteboard activities  Q and A session  Practical performance  Demonstration | Whiteboard activities  Q and A session  Practical performance  Demonstration | Whiteboard activities  Q and A session  Practical performance  Demonstration |
| **Key Skills** | Listening   |  | | --- | | Practical application  Preparing safely  Cooperation | | Preparing safely  Cooperation and communication  Teamwork  Tactics | Preparing safely  Cooperation and communication  Teamwork  Tactics | Preparing safely  Cooperation and communication  Teamwork  Tactics | Pacing  Timing  Consistency  Safety  Mental determination | Preparing safely  Cooperation and communication  Teamwork  Tactics |
| **Key terms** | Muscular Endurance  Agility  Muscular Strength  Power  Healthy Lifestyle Choices | Preparing safely  Cooperation  Teamwork  Tactics  Rules  Offside  Peer coaching | Preparing safely  Cooperation  Teamwork  Tactics  Rules  Peer coaching | Tactics, eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through.  Preparation, eg warming up, cooling down.  Assessment, eg collecting and analysing data  Speaking and listening – through the activities pupils could:  • collaborate with others to share information and ideas, and solve problems | Running, eg stride length and cadence, leg and arm action, head position, pacing  Throwing, eg grip, stance, release and follow-through, angle of release  Jumping, eg approach run, acceleration, maintaining momentum, take off and lift, arm action | Tactics and techniques, eg stance, body position, follow-through, mechanics of movement, no ball, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation |
| **Numeracy** | Measuring, timing, angles | Pitch measurements and markings, angles. | Scoring, timing. | Scoring, timings. | Angles, measurements, timings. | Scoring systems, pitch angles. |
| **Formative Assessment** | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Teacher feedback |
| **Summative Assessment** | Fitness test results | Practical assessment linked with the ABCD booklets | Practical assessment linked with the ABCD booklets | Practical assessment linked with the ABCD booklets | Practical assessment linked with the ABCD booklets | Practical assessment linked with the ABCD booklets |
| **SMSC, British Values & Cultural Capital** | Links with the Olympics, discussion of Athletic events and various Athletes from around the world who excel. | Football teams and players from around the world. | Citizenship – sportsmanship and learning to be tolerant of others. | Citizenship – sportsmanship and learning to be tolerant of others. | Citizenship – sportsmanship and learning to be tolerant of others. Links with the Olympics, world Championships, Diamond League events. | Citizenship – sportsmanship and learning to be tolerant of others. |
| **Linking curriculum to careers** | Linking to fitness instructor careers and PT trainers who complete fitness tests as part of their job. | Links to jobs and careers within the Football industry. Coaching, managers etc. | Links to jobs and careers within the health, fitness and sports industry. | Links to jobs and careers within the health, fitness and sports industry. | Links to jobs and careers within the health, fitness and sports industry. | Links to jobs and careers within the health, fitness and sports industry. |