



Year 7 PHYSICAL EDUCATION



Topic Titles

Autumn Term Sports:

- Rugby
- Hockey
- Netball
- Football
- Badminton
- Gymnastics
- Basketball

Spring Term Sports:

- Cricket
- Tennis
- Athletics
- Rounders

Extra-Curricular Sports:

- Dance
- Cross Country
- Strength & Conditioning
- Table Tennis

Intent

As a Physical Education department, our main ambitions fall under three categories:

1. Essential & Fundamental Body Management Skills whilst learning Sport Specific Skills.
2. Promotion of Physical Fitness as Fun.
3. Developing Teamwork, Sportsmanship & Cooperation.

We want to inspire every student to pursue a life-long participation in sport. Whether this be at the highest professional level possible in a particular discipline or simply to inspire a student to continue to live a healthy-active lifestyle

Links with other subjects

Science: Aspects of 'How the Body works', How the body reacts to exercise, Nutrition, What is an injury and understanding the recovery process.'

Maths: Measuring our Athletics times and distances! **Music:** Understanding Rhythm, Unison & Cannon for Gymnastics and Dance!

Geography: Cross Country, enjoying and respecting the natural environment! **History:** Why games were invented and the strange rules that they involve, records and how we can train to break them!

How will knowledge and skills be taught?

A Physical Education lesson at HSL always starts with a Fit in Five. This is a warm-up but also a short window in which the students are encouraged to develop their fitness through: Strength, Cardiovascular Endurance or Skill orientated activities. Our lessons will then be based upon a variety of different teaching pedagogies, some very much teacher led (Javelin Throwing), with some being fully based on guided discovery, encouraging the students to find the solutions to the problems presented to them.

How can parents help?

By encouraging and enabling students to attend extra-curricular sports clubs or clubs outside of school.

Watch Live Sport – Live Sport provides a great sense of excitement for anyone involved, whether it on the TV or at the local sports club. Pop out and watch anything you can!

BY JOINING IN! – Your child is much more likely to take part if you do too!

Recommended Reading and Preparation for Learning

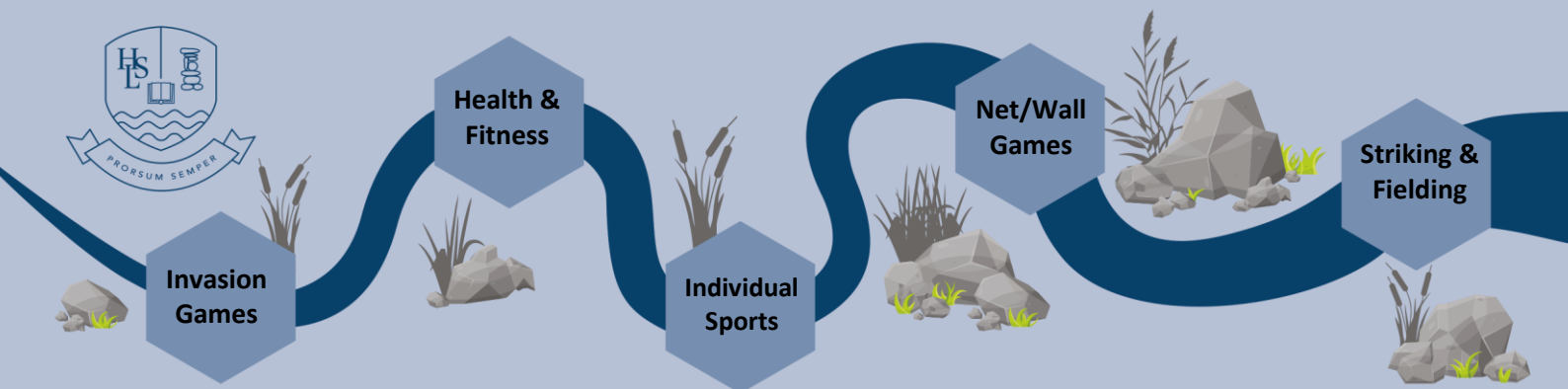
Bounce – Matthew Syed

You are a Champion – Marcus Rashford

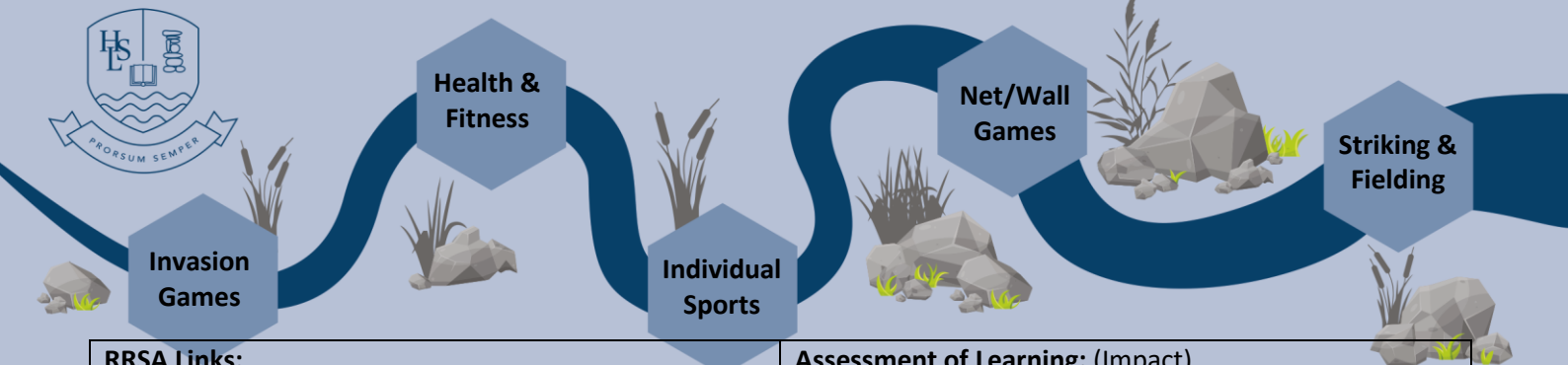
Kick – Mitch Johnson

Local Newspapers – Sport Sections
(Celebrating local sporting achievements)

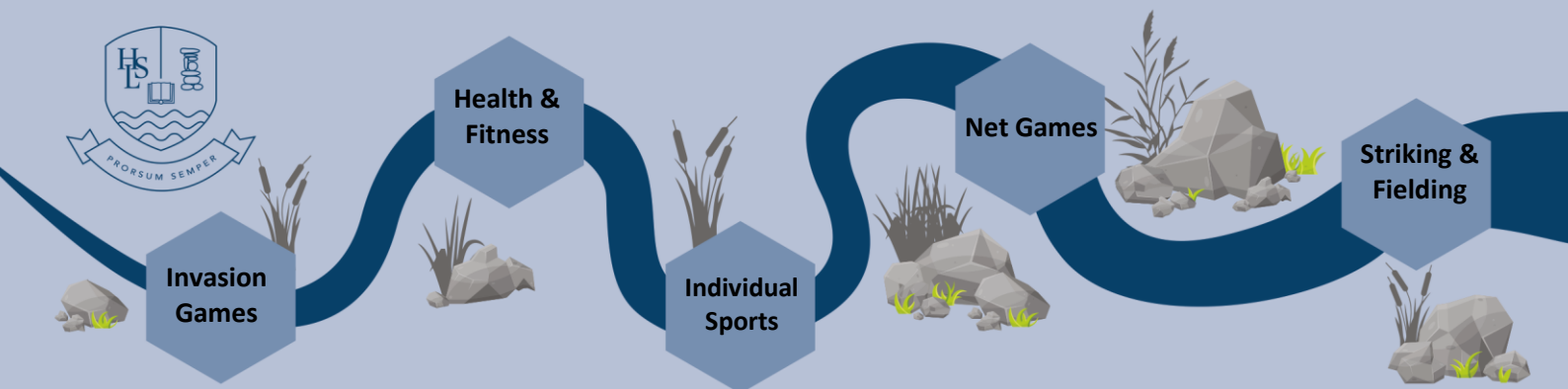
BBC SPORT – YouTube
BBC SPORT – Website and App
(Great highlight videos and some interesting articles)



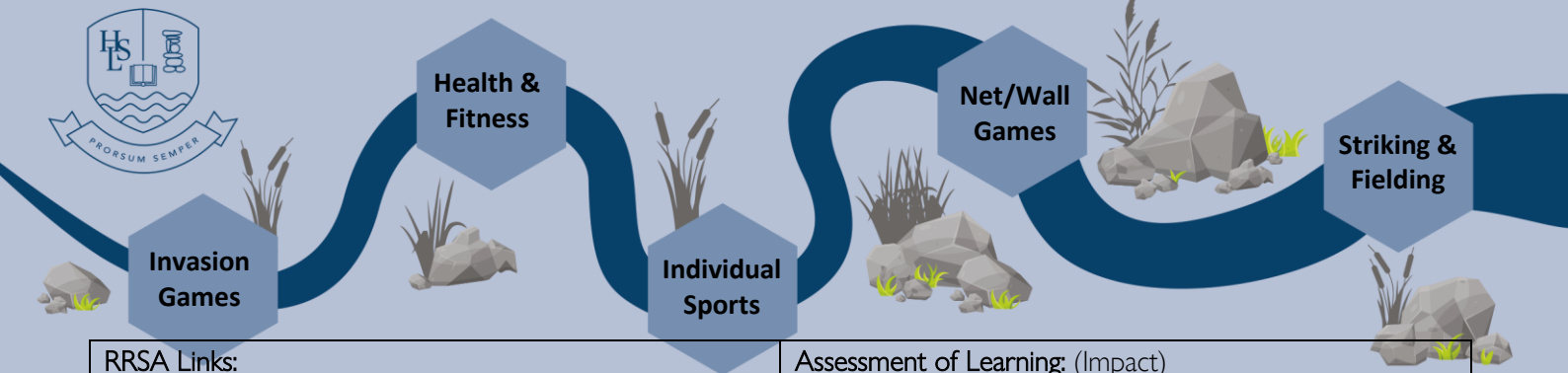
Subject: Physical Education	Year Group: Year 7	Terms: 1,2,3,4 – September-March
Module/Theme: Invasion Games		
<p>Topic Outline & Aims (Intent)</p> <p>-The Invasion Games units of work aim to build on and embed the physical skills pupils learnt in KS2.</p> <p>-Pupils will learn the importance of good organisation, working at a high intensity and challenging themselves.</p> <p>-Pupils will learn the importance of a warming up and cooling down and will learn how to monitor their own performance and the importance of good physical health and fitness for sport and day to day life.</p> <p>-Pupils will be taught the games of 7-side Netball, Touch Rugby, Hockey, Football and Basketball.</p> <p>-Skills and techniques will be broken down, and rules will be learnt and applied to ensure pupils can officiate their own games accurately and fairly.</p> <p>-Lessons will be taught mixed ability and mixed gender. This will ensure all pupils have the opportunity to be exposed to competitive situations, encourage to have empathy for teammates and will challenge gender stereotypes.</p> <p>-Pupils will be encouraged to reflect on their own and others' performances to enhance learning and improvement in all sports.</p>		
<p>Key Skills and Knowledge taught through this topic: (Intent)</p> <ol style="list-style-type: none"> 1. Exploring a range of passing and receiving techniques and utilising these skills under increasing pressure. 2. Understanding the importance of dynamic and powerful movements in small areas and using the skills effectively to evade opponents and/or create defensive pressure. 3. Develop individual fitness to ensure that skills level remains high throughout lessons and in competitive games. Understanding the importance of CV fitness for effective decision making. 4. Developing subject knowledge through discussion as well as independent exploration and analysis tasks. 5. Respond to feedback from teacher and peers to adjust performance. 		
<p>Prior Learning: (Context)</p> <p>KS2:</p> <p>-Most students will have experience of throwing and catching balls/bean bags and/or kicking and receiving a ball.</p> <p>-Most students will have some understanding of invasion games, although are not likely to know all the terminology.</p> <p>-Some students will play sport outside of school and play competitively in a couple of sports.</p>	<p>Future Learning: (Context)</p> <p>KS3:</p> <p>By the end of KS3 pupils will be expected to use a wide variety of skills to outwit opponents. Accurate footwork/movement should be applied in most games and some pupils will be able to apply this consistently when under pressure. Pupils will develop the skills to officiate small-sided games, whilst some will be confident officiating full games at a greater speed.</p> <p>KS4:</p> <p>AO1 – Reflect on own performances in increasingly competitive and physical games. Be able to apply high level passing and movement skills with greater fluency and control.</p> <p>AO2 – Be able to make tactical decisions that can have a positive impact on the team.</p> <p>AO3 – Analyse performances.</p>	<p>National Curriculum Links: (Context)</p> <ul style="list-style-type: none"> ○ Pupils will be taught to use a range of tactics and strategies to overcome opponents in direct competition. ○ Pupils will be taught analyse their performances compared to previous ones and demonstrate improvement. ○ Pupils will be given opportunities to take part in competitive sports in lessons, House fixtures, Extra-curricular clubs, and activities outside school through community links or sports clubs.



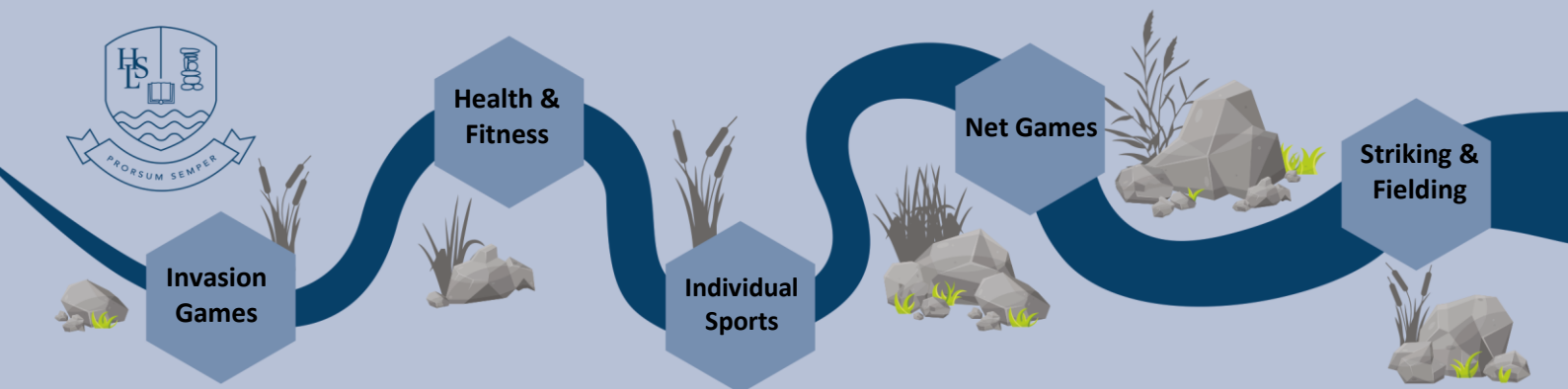
<p>RRSA Links: 12 – Respect for Children’s Views 13 – Sharing Thoughts Freely 15 – Setting up or joining groups 17 – Access to Information 31 – Rest, Play, Culture and Arts</p>		<p>Assessment of Learning: (Impact) Pupils will be assessed at the end of each block of work.</p> <p>They will complete a Self-Assessment, a Peer Assessment and have a Teacher Assessment. The formal Teacher Assessment for each sport will take place in the last week of each activity where pupils will be assessed on:- -Rules and Tactical Understanding. -Physical Performance and skill level. -Physical Fitness for the sport.</p> <p>Throughout each term informal Teacher, Peer and Self-assessments will be carried out to ensure effective learning.</p>	
<p>British Values Links: Democracy – o Freedom to voice opinions during class feedback sessions. o Votes on materials/techniques. o Debates/discussions on subjective performances. The Rule of Law – o The importance of health and safety for sport. o The importance of playing to the rules of the sport to ensure fair play. o The importance of playing to the rules of the sport to ensure the safety of other competitors. Individual Liberty – o Importance of independent research and learning. o Importance of reflection of ideas and processes. Mutual Respect – o Taking part in sport fairly demonstrating good etiquette and sportsmanship. o Sharing work and ideas through group feedback; respecting each other’s strengths and weaknesses. Tolerance - o Understanding different cultures and beliefs through sport. o Working as part of a team regardless of interests, religion, culture and ability.</p>			
<p>Eco Schools Links: Waste – Ensure all recyclable materials are disposed of correctly. - Use re-useable water bottles</p>			
<p>Reading / Enrichment: -Newspaper articles/match reports. -Sports feeds on social media. -Sports autobiographies.</p>	<p>Key Vocabulary: (Literacy) -Sport specific terminology. -Feedback. -Fairness, respect, etiquette, sportsmanship. -Techniques. -Strategy.</p>	<p>Numeracy Opportunities: -Scoring. -Timing. -Groupings. -Annotating performances.</p>	<p>Career Links: -Performer -Coach -Physiotherapist -Analyst -Fitness Instructor -Teacher -Leisure centre assistant -Referee/Official</p>



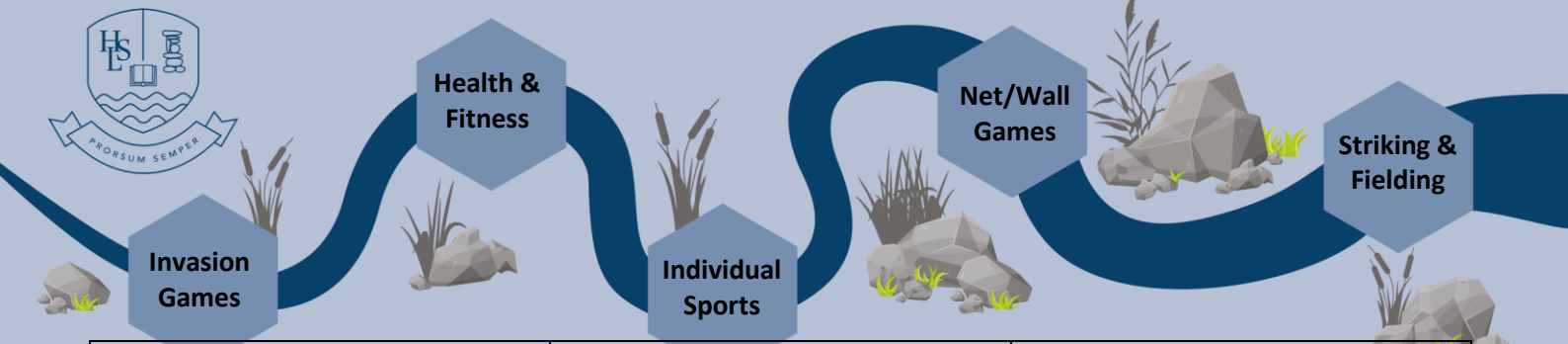
Subject: Physical Education	Year Group: Year 7	Terms: 2 & 6
Module/Theme: Net/Wall Games (Badminton, Tennis & Padel Tennis)		
<p>Topic Outline & Aims (Intent)</p> <ul style="list-style-type: none"> - The Net/Wall Games units of work aim to build on and embed the racquet sport skills pupils learnt in KS2. - Pupils will develop their coordination and agility, working at a high intensity and challenging themselves. - Pupils will learn lifelong racquet skills, developing their knowledge and understanding of the rules and tactics. - Pupils will be taught Badminton, Tennis, and the new upcoming game of Padel. - Skills and techniques will be broken down, and rules will be learnt and applied to ensure pupils can officiate their own games accurately and fairly. - Lessons will be taught mixed ability and mixed gender. This will ensure all pupils have the opportunity to be exposed to competitive situations, encourage to have empathy for teammates and will challenge gender stereotypes. - Pupils will be encouraged to reflect on their own and others' performances to enhance learning and improvement in all sports. 		
<p>Key Skills and Knowledge taught through this topic: (Intent)</p> <ul style="list-style-type: none"> - Exploring a range of shot types, most of which will be transferrable between all the racquet sports (Serve, Smash, Drop Shot, Forehand & Backhand) - Shot techniques will be broken down into the specific teaching points, allowing students to learn the skills from scratch, eliminating any previously learnt mistakes. - Serving, volleying and groundstrokes techniques focused upon and how to utilise these skills under increasing pressure. - Understanding the importance of agility, reaction time and coordination, using the skills effectively to return shots and successfully win points during match play. - Develop individual fitness to ensure that skills level remains high throughout lessons and in competitive games. Understanding the importance of CV fitness for effective decision making. - Developing subject knowledge through discussion as well as independent exploration and analysis tasks. - Respond to feedback from teacher and peers to adjust performance. 		
<p>Prior Learning: (Context)</p> <p>KS2:</p> <ul style="list-style-type: none"> - Most students will have experience of holding and using a racquet or some kind. Throwing, Catching and Hitting a ball. - Most students will have some understanding of Net games, although are not likely to know all the terminology. - Some students will play sport outside of school and play competitively in a couple of racquet sports. 	<p>Future Learning: (Context)</p> <p>KS3: By the end of KS3 pupils will be expected to use a wide variety of skills to outwit opponents. Accurate footwork/movement should be applied in most games and some pupils will be able to apply this consistently when under pressure. Pupils will develop the skills to officiate match play in practice, whilst some will be confident officiating full games at a greater speed.</p> <p>KS4:</p> <p>AO1 – Reflect on own performances in increasingly competitive and physical matches. Be able to perform a high standard of shots and movement skills with greater fluency and control.</p> <p>AO2 – Be able to make tactical decisions that can have a positive impact on the team.</p> <p>AO3 – Analyse performances.</p>	<p>National Curriculum Links: (Context)</p> <ul style="list-style-type: none"> - Pupils will be taught to use a range of tactics and strategies to overcome opponents in direct competition. - Pupils will be taught analyse their performances compared to previous ones and demonstrate improvement. - Pupils will be given opportunities to take part in competitive sports in lessons, House fixtures, Extra-curricular clubs, and activities outside school through community links or sports clubs.



<p>RRSA Links:</p> <ul style="list-style-type: none"> 12 – Respect for Children’s Views 13 – Sharing Thoughts Freely 15 – Setting up or joining groups 17 – Access to Information 31 – Rest, Play, Culture and Arts 		<p>Assessment of Learning: (Impact)</p> <p>Pupils will be assessed at the end of each block of work.</p> <p>They will complete a Self-Assessment, a Peer Assessment and have a Teacher Assessment.</p> <p>The formal Teacher Assessment for each sport will take place in the last week of each activity where pupils will be assessed on: -</p> <ul style="list-style-type: none"> - Rules and Tactical Understanding. - Physical Performance and skill level. - Physical Fitness for the sport. <p>Throughout each term informal Teacher, Peer and Self-assessments will be carried out to ensure effective learning.</p>	
<p>British Values Links:</p> <p>Democracy –</p> <ul style="list-style-type: none"> - Freedom to voice opinions during class feedback sessions. - Votes on materials/techniques. - Debates/discussions on subjective performances. <p>The Rule of Law –</p> <ul style="list-style-type: none"> - The importance of health and safety for sport. - The importance of playing to the rules of the sport to ensure fair play. - The importance of playing to the rules of the sport to ensure the safety of other competitors. <p>Individual Liberty –</p> <ul style="list-style-type: none"> - Importance of independent research and learning. - Importance of reflection of ideas and processes. <p>Mutual Respect –</p> <ul style="list-style-type: none"> - Taking part in sport fairly demonstrating good etiquette and sportsmanship. - Sharing work and ideas through group feedback; respecting each other’s strengths and weaknesses. <p>Tolerance -</p> <ul style="list-style-type: none"> - Understanding diverse cultures and beliefs through sport. - Working as part of a team regardless of interests, religion, culture, and ability. 			
<p>Eco Schools Links:</p> <p>Waste</p> <ul style="list-style-type: none"> - Ensure all recyclable materials are disposed of correctly. - Use re-useable water bottles 			
<p>Reading / Enrichment:</p> <ul style="list-style-type: none"> - Newspaper articles/match reports. - Sports feeds on social media. - Sports autobiographies. 	<p>Key Vocabulary: (Literacy)</p> <ul style="list-style-type: none"> - Sport specific terminology. - Feedback. - Fairness, respect, etiquette, sportsmanship. - Techniques. - Strategy. 	<p>Numeracy Opportunities:</p> <ul style="list-style-type: none"> - Scoring. - Timing. - Groupings. - Annotating performances. 	<p>Career Links:</p> <ul style="list-style-type: none"> - Performer - Coach - Physiotherapist - Analyst - Fitness Instructor - Teacher - Leisure centre assistant - Referee/Official



Subject: Physical Education	Year Group: Year 7	Terms: 5 & 6
Module/Theme: Striking and Fielding		
<p>Topic Outline & Aims (Intent)</p> <ul style="list-style-type: none"> - The Striking and Fielding units of work aim to build on and embed the ‘Summer’ sport skills pupils learnt in KS2. - Pupils will develop their coordination, throwing, bowling, and catching. - Pupils will develop their batting skills and shot selections with different striking equipment. - Pupils will learn lifelong skills, developing their knowledge and understanding of the rules, scoring and tactics. - Pupils will be taught Cricket and Rounders. - Skills and techniques will be broken down, and rules will be learnt and applied to ensure pupils can officiate their own matches accurately and fairly. - Lessons will be taught mixed ability and mixed gender. This will ensure all pupils have the opportunity to be exposed to competitive situations, encourage to have empathy for teammates and will continue to challenge gender stereotypes. - Pupils will be encouraged to reflect on their own and others’ performances to enhance learning and improvement in all sports. 		
<p>Key Skills and Knowledge taught through this topic: (Intent)</p> <ul style="list-style-type: none"> - Throwing and catching will be developed and techniques from other sports will be transferred and utilised. - Specific sports skills will be broken down and taught in detail, skills such as: Cricket bowling, batting and wicket keeping. - Cricket Rules and Regulations will be explained and practiced, opportunities for self-officiating will also be provided. - Some skills will be transferrable from prior experience and between the two sports of Rounders and Cricket (Fielding Techniques, Throwing and Catching). - Shot techniques will be broken down into the specific teaching points, allowing students to learn the skills from scratch, eliminating any previously learnt mistakes. - - Serving, volleying and groundstrokes techniques focused upon and how to utilise these skills under increasing pressure. - Understanding the importance of agility, reaction time and coordination, using the skills effectively to return shots and successfully win points during match play. - Develop individual fitness to ensure that skills level remains high throughout lessons and in competitive games. Understanding the importance of CV fitness for effective decision making. - Developing subject knowledge through discussion as well as independent exploration and analysis tasks. - Respond to feedback from teacher and peers to adjust performance. 		
<p>Prior Learning: (Context)</p> <p>KS2:</p> <ul style="list-style-type: none"> - Most students will have experience of holding and using a racquet or some kind. Throwing, Catching and Hitting a ball. - Most students will have some understanding of Net games, although are not likely to know all the terminology. 	<p>Future Learning: (Context)</p> <p>KS3: By the end of KS3 pupils will be expected to use a wide variety of skills to outwit opponents. Accurate footwork/movement should be applied in most games and some pupils will be able to apply this consistently when under pressure. Pupils will develop the skills to officiate match play in practice, whilst some will be confident officiating full games at a greater speed.</p> <p>KS4:</p>	<p>National Curriculum Links: (Context)</p> <ul style="list-style-type: none"> - Pupils will be taught to use a range of tactics and strategies to overcome opponents in direct competition. - Pupils will be taught analyse their performances compared to previous ones and demonstrate improvement. - Pupils will be given opportunities to take part in competitive sports in lessons, House fixtures, Extra-curricular clubs, and



<p>- Some students will play sport outside of school and play competitively in a couple of racquet sports.</p>	<p>AO1 – Reflect on own performances in increasingly competitive and physical matches. Be able to perform a high standard of shots and movement skills with greater fluency and control. AO2 – Be able to make tactical decisions that can have a positive impact on the team. AO3 – Analyse performances.</p>	<p>activities outside school through community links or sports clubs.</p>
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<p>RRSA Links: 12 – Respect for Children’s Views 13 – Sharing Thoughts Freely 15 – Setting up or joining groups 17 – Access to Information 31 – Rest, Play, Culture and Arts</p>	<p>Assessment of Learning: (Impact) Pupils will be assessed at the end of each block of work.</p> <p>They will complete a Self-Assessment, a Peer Assessment and have a Teacher Assessment. The formal Teacher Assessment for each sport will take place in the last week of each activity where pupils will be assessed on: - - Rules and Tactical Understanding. - Physical Performance and skill level. - Physical Fitness for the sport.</p> <p>Throughout each term informal Teacher, Peer and Self-assessments will be carried out to ensure effective learning.</p>
<p>British Values Links: Democracy – - Freedom to voice opinions during class feedback sessions. - Votes on materials/techniques. - Debates/discussions on subjective performances. The Rule of Law – - The importance of health and safety for sport. - The importance of playing to the rules of the sport to ensure fair play. - The importance of playing to the rules of the sport to ensure the safety of other competitors. Individual Liberty – - Importance of independent research and learning. - Importance of reflection of ideas and processes. Mutual Respect – - Taking part in sport fairly demonstrating good etiquette and sportsmanship. - Sharing work and ideas through group feedback; respecting each other’s strengths and weaknesses. Tolerance - - Understanding diverse cultures and beliefs through sport. - Working as part of a team regardless of interests, religion, culture, and ability.</p>	
<p>Eco Schools Links: Waste - Ensure all recyclable materials are disposed of correctly. - Use re-useable water bottles</p>	



Health & Fitness

Net/Wall Games

Striking & Fielding

Invasion Games

Individual Sports

Reading / Enrichment:

- Newspaper articles/match reports.
- Sports feeds on social media.
- Sports autobiographies.

Key Vocabulary: (Literacy)

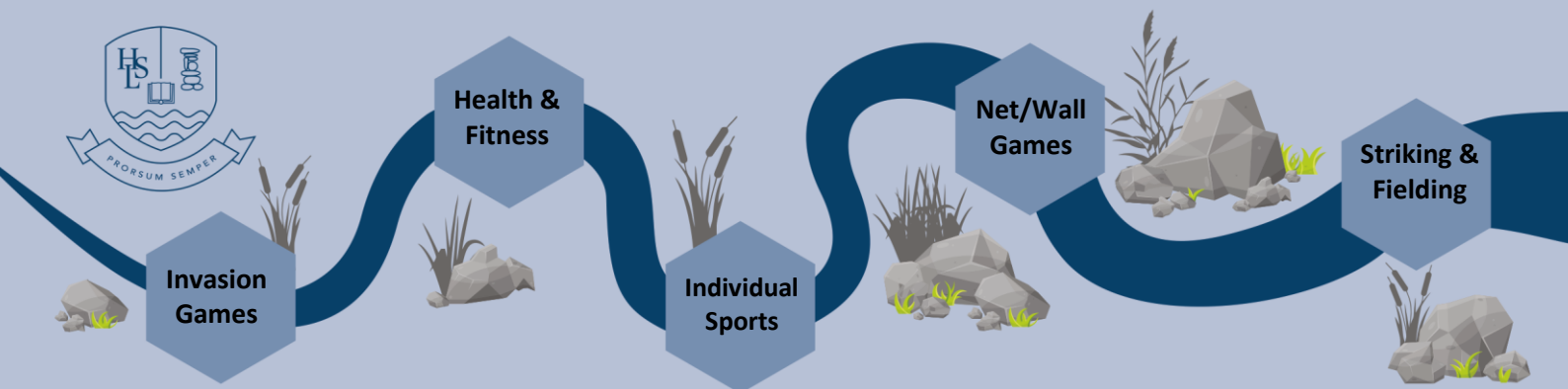
- Sport specific terminology.
- Feedback.
- Fairness, respect, etiquette, sportsmanship.
- Techniques.
- Strategy.

Numeracy Opportunities:

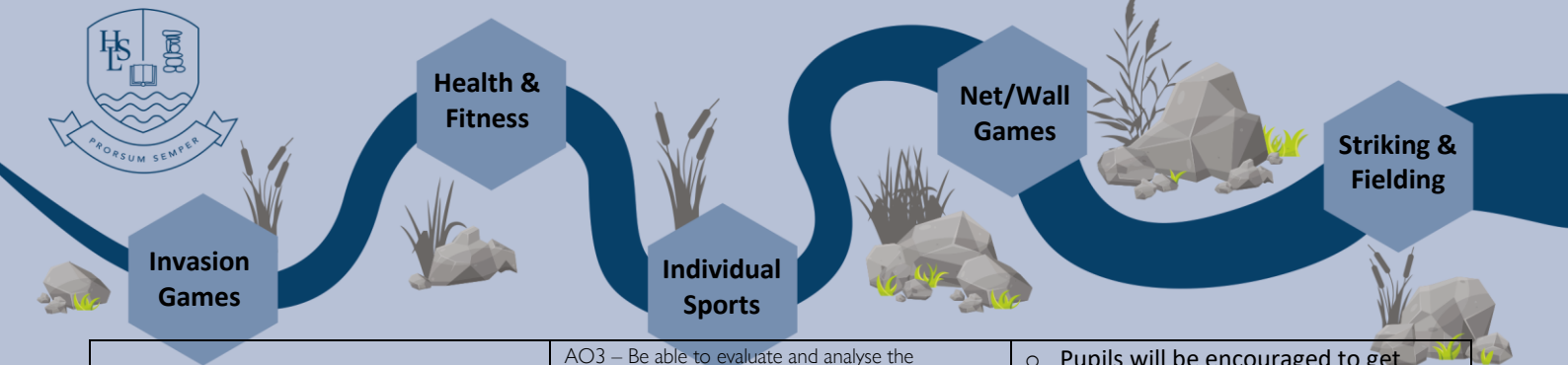
- Scoring.
- Timing.
- Groupings.
- Annotating performances.

Career Links:

- Performer
- Coach
- Physiotherapist
- Analyst
- Fitness Instructor
- Teacher
- Leisure centre assistant
- Referee/Official



Subject: Physical Education	Year Group: Year 7	Terms: 1 - 6
Module/Theme: Health & Fitness		
<p>Topic Outline & Aims (Intent)</p> <ul style="list-style-type: none"> -To introduce pupils to different methods of training within lessons to ensure everybody has the knowledge of how to lead a fit and active life. -Pupils will learn the importance of a healthy heart and taking regular cardiovascular exercise for good physical health. -Pupils will learn the importance of strength training to ensure good muscle tone and functionality to prevent injury in sport. -Pupils will learn the importance of a warming up and cooling down and will learn how to monitor their own performance and the importance of good physical health and fitness for sport and day to day life. -Pupils will be taught different types of cardiovascular fitness and different methods of strength training. -Pupils will be taught the importance of a healthy, active lifestyle on physical, mental and social health. -Health and Fitness will be taught in each lesson through 'Fit in 5', -Pupils will be encouraged to reflect on their own fitness levels and encouraged to improve their fitness levels in their own time. 		
<p>Key Skills and Knowledge taught through this topic: (Intent)</p> <ol style="list-style-type: none"> 1. Exploring a range of movements:-squats, lunges, burpees, down ups, press ups, sit ups. Focusing on quality of movements. 2. Pupils will learn to do cardiovascular exercises individually, in pairs and small groups. 3. Pupils will be taught how to run effectively and encouraged to run at a level that challenges them and causes them to get out of breath. 4. Pupils will learn how their body feels when they are exercising and will learn to understand what their body's response is, and why this happens. 5. Pupils will learn how to run the cross-country course through appropriate pacing, positive self-talk and developing the understanding of 'pushing' oneself and embracing the physical challenge. 6. Pupils will learn to recognise that fitness is an individual challenge and has a strong link to mental resilience. 		
<p>Prior Learning: (Context) KS2: -Most students will have experience of running cross country or a mile course at their primary school.</p> <p>-Most students will have some understanding of fitness exercises, although are not likely to know all the terminology.</p> <p>-Some students will know how to train and will train for their own fitness and their chosen sports.</p>	<p>Future Learning: (Context) KS3: By the end of KS3 pupils will be expected to use a wide variety of exercises to assist their training. Pupils will be expected to improve their fitness levels across all areas throughout KS3. Pupils will be equipped to plan their own training plan with teacher guidance.</p> <p>KS4: AO1 – Know and understand key GCSE PE Fitness terminology. -Know the importance of Health for their own well-being but also for the GCSE PE course. AO2 – Be able to apply theoretical knowledge in core PE and GCSE PE lessons. Be able to apply their knowledge through planning a training programme that they follow.</p>	<p>National Curriculum Links: (Context)</p> <ul style="list-style-type: none"> o Pupils will be taught to use a range of skills to encourage them to lead a healthy, active lifestyle. o Pupils will be taught analyse their performances compared to previous ones and demonstrate improvement. o Pupils will be given opportunities to take part in fitness clubs such as strength & conditioning, cross-country, yoga. o Half termly homework will be set to encourage physical activity as families.



	<p>AO3 – Be able to evaluate and analyse the importance of health and fitness on everyday life and sport specific performance.</p>	<ul style="list-style-type: none"> o Pupils will be encouraged to get active through cycling, walking and running.
<p>RRSA Links:</p> <ul style="list-style-type: none"> 12 – Respect for Children’s Views 13 – Sharing Thoughts Freely 15 – Setting up or joining groups 17 – Access to Information 31 – Rest, Play, Culture and Arts 		<p>Assessment of Learning: (Impact)</p> <p>Pupils will be assessed informally and formally.</p> <p>Informal assessments will be in the form of observations of pupils’ and their fitness levels. Paying closer attention following half terms.</p> <p>Formal assessments will be the use of the cross-country course and periodic fitness testing.</p>
<p>British Values Links:</p> <p>Democracy –</p> <ul style="list-style-type: none"> o Freedom to voice opinions during class feedback sessions. o Votes on materials/techniques. o Debates/discussions on subjective performances. <p>The Rule of Law –</p> <ul style="list-style-type: none"> o The importance of health and safety for sport. o The importance of playing to the rules of the sport to ensure fair play. o The importance of playing to the rules of the sport to ensure the safety of other competitors. <p>Individual Liberty –</p> <ul style="list-style-type: none"> o Importance of independent research and learning. o Importance of reflection of ideas and processes. <p>Mutual Respect –</p> <ul style="list-style-type: none"> o Taking part in sport fairly demonstrating good etiquette and sportsmanship. o Sharing work and ideas through group feedback; respecting each other’s strengths and weaknesses. <p>Tolerance -</p> <ul style="list-style-type: none"> o Understanding different cultures and beliefs through sport. o Working as part of a team regardless of interests, religion, culture and ability. 		
<p>Eco Schools Links:</p> <p>Waste – Ensure all recyclable materials are disposed of correctly.</p> <ul style="list-style-type: none"> - Use re-useable water bottles - Using the environment thoughtfully for exercise. 		



Health & Fitness

Net/Wall Games

Striking & Fielding

Invasion Games

Individual Sports

Reading / Enrichment:

- Newspaper/magazine articles.
- Fitness feeds on social media.
- Sports autobiographies.

Key Vocabulary: (Literacy)

- Sport specific terminology.
- Components of fitness.
- Anaerobic and Aerobic training.
- Blood vessel dilation, dehydration, lactic acid, oxygen debt.
- Mental resilience.
- Health and well-being.

Numeracy Opportunities:

- Sets/Reps.
- Tracking times.
- Use of smart watch.
- Taking Heart rates.
- Planning training programmes.

Career Links:

- Performer
- Health care worker
- Coach
- Physiotherapist
- Analyst
- Fitness Instructor
- Teacher
- Leisure centre assistant
- Referee/Official