

## Curriculum Summary Document Year 7

| Module/Unit of<br>Learning   | Term<br>Taught | What will students learn?  | How will this build a<br>broad and strong<br>foundation?  | Links to other<br>subjects |
|--|----------------|--|---|----------------------------|
| RESILIENCE<br>HEALTHY, ACTIVE<br>LIFESTYLES<br>PERFORMANCE<br>LEADERSHIP<br>Resilience (concept)<br>(rugby and netball)<br>(pillar)<br>Rules, Techniques,<br>Tactics and Strategies. | Autumn<br>1    | <ul> <li>THE 4 PILLARS OF MBA<br/>ASSESSMENT ARE:</li> <li>Motor competence<br/>(Resilience)</li> <li>Healthy Active Lifestyles<br/>(HALs)</li> <li>Rules, techniques, tactics and<br/>strategies. (Performance)</li> <li>Etiquette and Kindness<br/>(Leadership)</li> </ul> Pupils in year 7 will learn to be<br>confident in receiving and moving<br>with and without the ball and<br>defending and attacking. Key<br>principles of being to attack (ball<br>skills) and defend (tackling/defending)<br>and shooting/ scoring tries and the<br>basic principles of how and why we<br>can do this using the required skills.<br>This will enable go forward and pace<br>in attack. Pupils will understand what<br>element of their defensive technique is<br>weak and will know what practice will<br>help correct it. During game play a<br>team will be conditioned to employ a<br>set of tactics that the opposition will<br>have to recognise, and reflect upon. <b>RESILIENCE:</b><br>Can encourage peers, using verbal<br>communication, to work through a<br>difficult situation in PE | Pupils will be able to<br>outwit opposition<br>when it comes to<br>knowing the<br>laws/rules of the<br>game/activity and<br>how to implement<br>tactics/strategies using<br>the skills we teach<br>them. During<br>gameplay a team will<br>be able to employ a<br>set of tactics that the<br>opposition will have<br>to recognize, unpick<br>and counteract. The<br>focus is to play with<br>pace, intensity,<br>accuracy and go<br>forward. This is<br>transferable to all<br>invasion based sports<br>plus activities such as<br>athletics. We aim to<br>encourage honesty,<br>commitment, fair play<br>and a willingness to<br>put the need of the<br>team through our<br>concept approach<br>which we value as<br>high as the four<br>Pillars of our<br>curriculum model. |                            |

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| Autumn<br>1<br>(rugby)       | <ul> <li>The tackle, how to safely and to present the ball in contact.</li> <li>Passing and handling.</li> <li>The scrum</li> <li>The 'Ruck'</li> <li>The 'Maul'</li> <li>Knowing the rules and the laws of the game so that the pupils could independently help self officiate a small sided game.</li> <li>Ball familiarity, movement with and without the ball.</li> <li>Passing and receiving the ball.</li> <li>Ability to understand and perform competent footwork techniques to outwit opponents and not perform 'foot' infringements.</li> <li>Shooting</li> </ul> | <ul> <li>Development<br/>of motor<br/>competence<br/>and<br/>Resilience-for<br/>example not<br/>giving up on<br/>being able to<br/>tackle in a<br/>competitive<br/>game.</li> <li>Laws of the<br/>game and the<br/>importance of<br/>Etiquette.</li> <li>HALs</li> </ul> |   |
| Autumn<br>2<br>Badmint<br>on | <ul> <li>Pupils will be taught how to serve within the rules of the game and to serve with a variety of three different serves.</li> <li>Knowing how to play an overhead clear shot</li> <li>Underarm clears.</li> <li>Introduction of the smash shot and how to change their technique to play such a shot.</li> <li>Drop shot.</li> </ul>   | • Development<br>of motor<br>competence<br>and<br>Resilience-for<br>example not<br>giving up on<br>being able to<br>tackle in a<br>competitive<br>game.  | Power/ velocity/<br>speed-Science<br>terminology. |

|  | Laws of the<br>game and the<br>importance of<br>Etiquette.<br><b>RESLIENCE</b> |  |
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|---|--|--|---|----------------------------|
| Resilience (concept)<br>(Football/Badminton/<br>PMLs)<br>(pillar)<br>Rules, Techniques,<br>Tactics and Strategies | Autumn<br>2<br>Football  | <ul> <li>Passing - Sending the ball to<br/>another player-use of side foot<br/>and other ways to pass over<br/>different distances.</li> <li>Receiving - Getting the ball<br/>from another player. Receiving<br/>with different parts of the foot.</li> <li>Dribbling - Running with the<br/>ball in an attempt to beat an<br/>Opponent</li> <li>Jockeying - Is the defender's<br/>skill of keeping between the<br/>attacker and their intended target<br/>(usually the goal)</li> <li>Tackling - To dispossess an<br/>opponent of the ball. 'Block<br/>tackle'</li> <li>Marking - A way to prevent<br/>your opponent from receiving<br/>or</li> <li>passing the ball, or taking a shot<br/>Attacking - Making an attempt to<br/>score</li> <li>Crossing to attack and score.</li> <li>Shooting - Attempting to score a<br/>goal. 'passing' ball into net-<br/>accuracy side foot and use of<br/>'laces' using power.</li> </ul> | <ul> <li>Development<br/>of motor<br/>competence<br/>and<br/>Resilience-for<br/>example not<br/>giving up on<br/>being able to<br/>tackle in a<br/>competitive<br/>game.</li> <li>Laws of the<br/>game and the<br/>importance of<br/>Etiquette.</li> <li>Introduction<br/>and<br/>development<br/>of "tactics" to<br/>outwit<br/>opponents.</li> <li>Rules,<br/>strategies and<br/>tactics in game<br/>situations.</li> <li>Important<br/>emphasis of<br/>concept of<br/>leading a<br/>healthy, active<br/>lifestyle and<br/>using football<br/>as a vehicle<br/>for this.</li> </ul> |                            |
| HALs<br>(HEALTHY<br>ACTIVE<br>LIFESTYLES)   | Autumn<br>2<br>PMLs<br>(Perform<br>ing at<br>maximu<br>m levels) | <ul> <li>Pupils will embark on a block of work<br/>where in knowing how and why<br/>performing at maximum levels relates<br/>to sports and maintaining a HAL.</li> <li>Endurance and Stamina-pupils<br/>to participate in activities to<br/>challenge their cardio vascular</li> </ul>   | • Development<br>of motor<br>competence<br>and<br>Resilience-for<br>example not<br>giving up on<br>being able to  |                            |

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|                            |                | <ul> <li>system. 'Coopers 12 min run'/<br/>'Bleep' test.</li> <li>Speed. 30min sprint test.</li> <li>Knowing and recognizing the<br/>term 'power'. Standing broad<br/>jump/ vertical standing jump.</li> <li>One rep max</li> <li>Fitness room induction. Pupils<br/>know how to safely access/ use<br/>the equipment. HALs</li> <li>S.A.Q. (speed/ agility and<br/>quickness)</li> </ul> | <ul> <li>tackle in a competitive game.</li> <li>Laws of the game and the importance of Etiquette.</li> <li>Introduction and development of "tactics" to outwit opponents.</li> <li>Rules, strategies and tactics in game situations.</li> <li>Important emphasis of concept of leading a healthy, active lifestyle and using football as a vehicle for this.</li> </ul> |                            |

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|----------------------------|----------------------------|--|--|----------------------------|
| PERFORMANCE                | Spring 1<br>Handball       | <ul> <li>THE 4 PILLARS OF MBA<br/>ASSESSMENT ARE:</li> <li>Motor competence<br/>(Resilience)</li> <li>Healthy Active Lifestyles<br/>(HALs)</li> <li>Rules, techniques, tactics and<br/>strategies.(Performance)</li> <li>Etiquette and Kindness<br/>(Leadership)</li> </ul> <b>PERFORMANCE</b> Students will know the types of<br>Handball <ul> <li>Students will demonstrate moving<br/>into space and making accurate passes</li> <li>Passing –</li> <li>Movement –moving to open<br/>areas-working 'off the ball'</li> <li>Shooting – Students will<br/>learn the techniques of<br/>effective shooting-jump shot/<br/>sling shot.</li> <li>Defending 1v1 – Students<br/>will understand the importance<br/>of a basic defensive position</li> </ul> | <ul> <li>Development<br/>of motor<br/>competence<br/>and<br/>Resilience-for<br/>example not<br/>giving up on<br/>being able to<br/>tackle in a<br/>competitive<br/>game.</li> <li>Laws of the<br/>game and the<br/>importance of<br/>Etiquette.</li> <li>Introduction<br/>and<br/>development<br/>of "tactics" to<br/>outwit<br/>opponents.</li> <li>Rules,<br/>strategies and<br/>tactics in game<br/>situations.</li> <li>Important emphasis of<br/>concept of leading a<br/>healthy, active<br/>lifestyle and using<br/>handball/volleyball as<br/>a vehicle for this.</li> </ul> |                            |
| PERFORMANCE                | Spring 1<br>Volleyba<br>ll | <ul> <li>setting, students: — keep<br/>wrists and fingers strong.</li> <li>push the ball out with their<br/>fingertips from in front of their<br/>forehead and follow through –<br/>deliver it to a team mate so<br/>they can perform a spike</li> </ul>   |  |                            |

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|                            | Spring 2       | <ul> <li>digging, pupils: – have hands<br/>clasped with thumbs together –<br/>keep their arms straight and<br/>elbows locked – keep their<br/>arms relatively still throughout</li> <li>Depending on ability the serve<br/>can be taught underarm,<br/>simply thrown or overarm for<br/>more able.</li> </ul> |  |                            |
|                            | Spring 2       |   | •  |                            |

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|                            | Summer<br>1<br>Athletics<br>Tennis<br>Strike +<br>Field<br>Tennis | <ul> <li>THE 4 PILLARS OF MBA<br/>ASSESSMENT ARE:</li> <li>Motor competence<br/>(Resilience)</li> <li>Healthy Active Lifestyles<br/>(HALs)</li> <li>Rules, techniques, tactics and<br/>strategies.(Performance)</li> <li>Etiquette and Kindness<br/>(Leadership)</li> </ul> <b>LEADERSHIP</b> Each individual discipline has its own<br>specific<br>set of rules and pupils are expected to<br>become aware of these and the<br>techniques. Events you will<br>cover include the following; <ul> <li>SPRINTS</li> <li>THROWS</li> <li>JUMPS</li> <li>Ready position</li> <li>Forehand</li> <li>Backhand</li> <li>Serve</li> <li>Volley</li> <li>Racket face</li> <li>Scoring system – Love, 15, 30,<br/>40 Game, Deuce, Advantage •<br/>Topspin</li> </ul> | <ul> <li>Development<br/>of motor<br/>competence<br/>and<br/>Resilience-for<br/>example not<br/>giving up on<br/>being able to<br/>tackle in a<br/>competitive<br/>game.</li> <li>Rules of the<br/>game and the<br/>importance of<br/>Etiquette.</li> <li>Introduction<br/>and<br/>development<br/>of "tactics" to<br/>outwit<br/>opponents.</li> <li>Rules,<br/>strategies and<br/>tactics in<br/>athletic<br/>situations.</li> <li>Important<br/>emphasis of<br/>concept of<br/>leading a<br/>healthy, active<br/>lifestyle and<br/>using tennis,<br/>athletics and<br/>S+F as a<br/>vehicle for<br/>this.</li> </ul> |                            |
|                            | Summer<br>2<br>Tennis<br>Strike +<br>Field<br>Tennis              | <ul> <li>To demonstrate a cup-low catch.</li> <li>To demonstrate a reverse cup high ball.</li> <li>To know which type of throw to use when trying to outwit an opponent</li> <li>To demonstrate the correct teaching points of a long barrier.</li> <li>To know the teaching points of the long barrier technique.</li> <li>To apply the long barrier technique in a conditioned game.</li> <li>To know the teaching points of the</li> </ul>  |   |                            |