



Curriculum Summary Document

Year 7

Module/Unit of Learning	Term Taught	What will students learn?	How will this build a broad and strong foundation?	Links to other subjects
<p>RESILIENCE</p> <p>HEALTHY, ACTIVE LIFESTYLES</p> <p>PERFORMANCE</p> <p>LEADERSHIP</p> <p>Resilience (concept) (rugby and netball)</p> <p>(pillar) Rules, Techniques, Tactics and Strategies.</p> <p>**Although the pupils will cover the same sports/activities obviously we would expect the majority of pupils in year 9 to develop the following:</p> <ul style="list-style-type: none"> • Consistently engaged in Stretch & Challenge activities. • Core Skills are performed consistently with excellent accuracy, control and fluency. 	Autumn 1	<p>THE 4 PILLARS OF MBA ASSESSMENT ARE:</p> <ul style="list-style-type: none"> • Motor competence (Resilience) • Healthy Active Lifestyles (HALs) • Rules, techniques, tactics and strategies. (Performance) • Etiquette and Kindness (Leadership) <p>Pupils in year 7 will learn to be confident in receiving and moving with and without the ball and defending and attacking. Key principles of being to attack (ball skills) and defend (tackling/defending) and shooting/ scoring tries and the basic principles of how and why we can do this using the required skills.</p> <p>This will enable go forward and pace in attack. Pupils will understand what element of their defensive technique is weak and will know what practice will help correct it. During game play a team will be conditioned to employ a set of tactics that the opposition will have to recognise, and reflect upon.</p> <p>RESILIENCE: Can encourage peers, using verbal communication, to work through a difficult situation in PE</p>	<p>Pupils will be able to outwit opposition when it comes to knowing the laws/rules of the game/activity and how to implement tactics/strategies using the skills we teach them. During gameplay a team will be able to employ a set of tactics that the opposition will have to recognize, unpick and counteract. The focus is to play with pace, intensity, accuracy and go forward. This is transferable to all invasion based sports plus activities such as athletics. We aim to encourage honesty, commitment, fair play and a willingness to put the need of the team through our concept approach which we value as high as the four Pillars of our curriculum model.</p>	

- Successfully selects and uses appropriate skills on nearly all occasions.

Demonstrates excellent awareness of the rules/regulations/principles and vocabulary of the activity.

Autumn 1 (rugby)

- The tackle, how to safely and to present the ball in contact.
- Passing and handling.
- The scrum
- The ‘Ruck’
- The ‘Maul’
- Knowing the rules and the laws of the game so that the pupils could independently help self officiate a small sided game.
- Ball familiarity, movement with and without the ball.
- Passing and receiving the ball.

- Development of motor competence and Resilience-for example not giving up on being able to tackle in a competitive game.
- Laws of the game and the importance of Etiquette.
- HALs

Netball

- Ability to understand and perform competent footwork techniques to outwit opponents and not perform ‘foot’ infringements.
- Shooting

Autumn 2 Badminton

- Pupils will be taught how to serve within the rules of the game and to serve with a variety of three different serves.
- Knowing how to play an overhead clear shot
- Underarm clears.
- Introduction of the smash shot and how to change their technique to play such a shot.
- Drop shot.

- Development of motor competence and Resilience-for example not giving up on being able to tackle in a competitive game.

Power/ velocity/ speed-Science terminology.

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| | | | <ul style="list-style-type: none">• Laws of the game and the importance of Etiquette. RESLIENCE | |
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<p>Resilience (concept) (Football/Badminton/PMLs)</p> <p>(pillar) Rules, Techniques, Tactics and Strategies</p>	<p>Autumn 2 Football</p>	<ul style="list-style-type: none"> • Passing - Sending the ball to another player-use of side foot and other ways to pass over different distances. • Receiving - Getting the ball from another player. Receiving with different parts of the foot. • Dribbling - Running with the ball in an attempt to beat an Opponent <ul style="list-style-type: none"> • Jockeying - Is the defender's skill of keeping between the attacker and their intended target (usually the goal) • Tackling - To dispossess an opponent of the ball. 'Block tackle' • Marking - A way to prevent your opponent from receiving or passing the ball, or taking a shot Attacking - Making an attempt to score <ul style="list-style-type: none"> • Crossing to attack and score. • Shooting - Attempting to score a goal. 'passing' ball into net-accuracy side foot and use of 'laces' using power. 	<ul style="list-style-type: none"> • Development of motor competence and Resilience-for example not giving up on being able to tackle in a competitive game. • Laws of the game and the importance of Etiquette. • Introduction and development of "tactics" to outwit opponents. • Rules, strategies and tactics in game situations. • Important emphasis of concept of leading a healthy, active lifestyle and using football as a vehicle for this. 	
<p>HALs (HEALTHY ACTIVE LIFESTYLES)</p>	<p>Autumn 2 PMLs (Performing at maximum levels)</p>	<p>Pupils will embark on a block of work where in knowing how and why performing at maximum levels relates to sports and maintaining a HAL.</p> <ul style="list-style-type: none"> • Endurance and Stamina-pupils to participate in activities to challenge their cardio vascular 	<ul style="list-style-type: none"> • Development of motor competence and Resilience-for example not giving up on being able to 	

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		<p>system. ‘Coopers 12 min run’/ ‘Bleep’ test.</p> <ul style="list-style-type: none"> • Speed. 30min sprint test. • Knowing and recognizing the term ‘power’. Standing broad jump/ vertical standing jump. • One rep max • Fitness room induction. Pupils know how to safely access/ use the equipment. HALs • S.A.Q. (speed/ agility and quickness) 	<p>tackle in a competitive game.</p> <ul style="list-style-type: none"> • Laws of the game and the importance of Etiquette. • Introduction and development of “tactics” to outwit opponents. • Rules, strategies and tactics in game situations. • Important emphasis of concept of leading a healthy, active lifestyle and using football as a vehicle for this. 	

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	Spring 2	<ul style="list-style-type: none"> digging, pupils: – have hands clasped with thumbs together – keep their arms straight and elbows locked – keep their arms relatively still throughout Depending on ability the serve can be taught underarm, simply thrown or overarm for more able. 		
	Spring 2			

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	<p>Summer 1</p> <p>Athletics</p> <p>Tennis Strike + Field Tennis</p>	<p>THE 4 PILLARS OF MBA ASSESSMENT ARE:</p> <ul style="list-style-type: none"> • Motor competence (Resilience) • Healthy Active Lifestyles (HALs) • Rules, techniques, tactics and strategies.(Performance) • Etiquette and Kindness (Leadership) <p>LEADERSHIP</p> <p>Each individual discipline has its own specific set of rules and pupils are expected to become aware of these and the techniques.</p> <p>Events you will cover include the following;</p> <ul style="list-style-type: none"> • SPRINTS • THROWS • JUMPS <ul style="list-style-type: none"> • Ready position • Forehand • Backhand • Serve • Volley • Racket face • Scoring system – Love, 15, 30, 40 Game, Deuce, Advantage • Topspin 	<ul style="list-style-type: none"> • Development of motor competence and Resilience-for example not giving up on being able to tackle in a competitive game. • Rules of the game and the importance of Etiquette. • Introduction and development of “tactics” to outwit opponents. • Rules, strategies and tactics in athletic situations. • Important emphasis of concept of leading a healthy, active lifestyle and using tennis, athletics and S+F as a vehicle for this. <p>LEADERSHIP</p>	
	<p>Summer 2</p> <p>Tennis Strike + Field Tennis</p>	<ul style="list-style-type: none"> • To demonstrate a cup-low catch. • To demonstrate a reverse cup high ball. • To know which type of throw to use when trying to outwit an opponent • To demonstrate the correct teaching points of a long barrier. • To know the teaching points of the long barrier technique. • To apply the long barrier technique in a conditioned game. • To know the teaching points of the • • 		