

YEAR 7 PE CURRICULUM PROGRESSION OVERVIEW

PE at Laurence Jackson School aims to encourage ALL students to have healthy bodies and minds through an inclusive, broad and balanced curriculum that ‘inspires excellence’ (whole school motto). It enables all students to enjoy success and reach their personal best in competitive sports and physically demanding activities. We will provide opportunities for students to become active citizens, develop character, develop good health and wellbeing. Through extra-curricular activities, students can pursue their interests and talents and have links to local sports clubs. We aim for all students to identify the benefits of physical activity, have a healthy body, a healthy mind and a healthy future. Our aim is for all students to develop the tools necessary to lead active lifestyles, embed qualities such as tolerance, resilience and commitment and embrace equality and diversity. Our aim is for every student to leave Laurence Jackson school with a love of PE and School Sport and engage in lifelong physical activity after being inspired in our department.

	Autumn Term & Spring Terms						Summer Term	
	Students rotate around a range of individual and team sports and activities designed to promote knowledge of health and fitness as well as sports						Students have one Athletics Lesson and one Summer Sports Lesson per week	
Topic	Handball	Badminton	Dance	Football	Netball	OAA	Athletics	Summer Games
Core Knowledge/ Threshold Concept	<p>Teach students the following core skills in conditioned drills as well as competitive game situations.</p> <p><u>Core Skills:</u> Passing – 1 handed. Catching – 2 handed. Footwork and passing combined (3 steps). Dribbling – with dominant hand. Jump shot Basic rules – how to start and restart play.</p> <p><u>Advanced Skills:</u></p>	<p>Teach students the following core skills in conditioned drills as well as competitive game situations.</p> <p><u>Core Skills:</u> Grip and body position for forehand/backhand serve. Short serve Overhead clear (to back ½ of court) Rally using different length shots. Score correctly for ½ court singles. Demonstrate the return of serve position.</p>	<p>Facilitate student body awareness of movement and different dance styles and concepts working individually and as part of a group.</p> <p><u>Core Skills:</u> Body tension and control. Basic travel/locomotion – side steps, chasse steps, stag leap. Individual balance. Levels Timing and rhythm. Musicality Motif development. Relationships (unison/canon/mirroring).</p> <p><u>Advanced Skills:</u></p>	<p>Teach students the following core skills in conditioned drills as well as competitive game situations.</p> <p><u>Core Skills:</u> Short passes, using instep on stronger foot. Dribble with dominant foot. Changing direction with the ball - inside and outside hook. Tackling using dominant foot. Shooting dominant foot. Basic rules of starting / restarting play.</p> <p><u>Advanced Skills:</u></p>	<p>Teach students the following core skills in conditioned drills as well as competitive game situations.</p> <p><u>Core Skills:</u> Passing – shoulder, chest, bounce and 2 handed overhead. Footwork - pivot. Ball handling/catching. Evasion from an opponent – moving into space. Basic positional rules and how to start and restart play.</p>	<p>Teach students the following core skills in conditioned situations as well as competitive situations.</p> <p><u>Core Skills:</u> Explain the perspective a map is drawn in and find on a map the location you are in. Use the key of a map to identify different land marks. Use the map to find different control points. Plan the quickest route around a series of control points Work as a team to solve problems.</p>	<p><u>Core Skills:</u> <u>Track:</u> Knowledge of the correct starting position on the track for each event. Attempt a sprint start. Arm and leg action (high knees, ‘hip to lip’). Pacing. <u>Advanced Skills:</u> Consistently uses a sprint start correctly. Consistent running technique and stride pattern (streamlined and efficient). 3 strides between the hurdles. Core skills: <u>Field:</u> Approach/Run up.</p>	<p>Teach students the following core skills in conditioned drills as well as competitive game situations.</p> <p><u>Core Skills:</u> Underarm throwing. Catching (two-handed) Overarm throwing. Underarm bowling (rounders/softball)/Overarm bowling action (cricket) Appropriate batting grip. Appropriate batting feet position/stance. Stopping of the ball. Pick up and throw (under/overarm) <u>Advanced Skills:</u> Catching (one-handed)</p>

	Pass and receive on the move. Apply tactics in attack and defence.	<u>Advanced Skills:</u> High and deep serve. Overhead clear (to back tramlines)	Travel/locomotion – cartwheels, round-off, split leaps, turning leaps, walkovers. Individual balance – Y-balance etc. Choreography skills. Transition and fluency between movements.	Dribble to beat an opponent. Control with different parts of the body other than the feet.	<u>Advanced Skills:</u> Pass and receive on the move. Advanced positional rules – distinct roles of each player and the areas permitted.	<u>Advanced Skills:</u> Pace yourself appropriately to cover a greater distance when collecting control points. Work as a team leader in problem solving activities to be successful as a team. Show	Know which is your dominant take-off leg. Demonstrate a scissor kick or Fosbury flop. Initial stance for throwing events (sideways on). Release phase for throwing events. Demonstrate/follow the safety instructions. <u>Advanced Skills:</u> Smooth transition between approach and take-off. Speed in run up.	Catching at different heights. Bowling at different heights. Shot selection. One-handed pick up and throw.
Why this learning now?	Learning is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics so that when implementing this intent, teachers can effectively and explicitly draw attention to where a keyword/concept/behaviour/pattern etc has been seen before and effectively expose the relationship to the current topic through questions such as: Where have we seen this before? What does this remind us of? How does this have a relationship with what happened previously? How does our understanding of the previous concept inform our understanding of this one? and hence facilitate better learning. Learning is base around securing knowledge and skills to perform at regional and national competitions if students wish. Seasonal sports matching the competition schedule.							
	Redcar and Cleveland Handball tournament	England Badminton regional and national competition as well as many local badminton clubs	Local dance and cheerleading clubs	Student development towards ESFA Cup Competition	Regional competitions building up to the Tees Valley School Games.	CLOK Cleveland Orienteering Club	Redcar and Cleveland Athletics Championships leading to Tees Valley and National Competition ESAA	Regional Rounders tournaments and Cricket tournaments
Learning at Home	Students are assessed against 3S' that are Skills, Socials and Solving Problems. Lesson 4 focus on fitness finishes with home learning of a Microsoft Form quiz sent to from the class teacher.							
	Forms quiz on basic rules, regulations and terminology of the sport or activity							

Key Vocabulary	Skill Technique Conditioned Drills Tactics Attacking Set Play Defensive Set Play Competition Evaluate								
	Passing Catching Dribbling Double Dribble. Dominant Footwork Evasion Teamwork Contact Communication Tactics Travelling	Serve Overhead Return Clear Tramlines Service line Shuttle cock Rally Singles	Tension Control Locomotion Transition Fluency Balance Rhythm Timing Motif Unison Canon Choreography Musicality	Pass First touch Dribbling Unopposed Block tackle Throw In Kick off Corner Free Kick Side on Cushion Wedge Chip Swerve Teamwork	Shoulder pass Chest pass Bounce pass Overhead pass Footwork Pivot Evasion Positions Landing Teamwork Contact Communica tion	Passing Catching Tackle Outnumbering Defence Dummy Feint Attacking Lines	Orientate Control Pace Map Problem Bouldering	Release Approach Pacing Take-off Stride pattern. Fosbury Flop Scissor Kick Dominant leg/arm. Initial stance. Starts. Finishes.	Underarm Overarm Catching Throwing Accuracy Co-ordination. Pick-up. Stance Position Grip.
Spiritual, Moral, Social and Cultural concepts covered	<p>Spiritual development in PE involves students developing a variety of skills, eg performing a routine trampolining, a sequence in gymnastics or linking skills in dance which allows the students to express their feelings and emotions through movement, action and transition. This occurs within the Laurence Jackson School PE department through a well balanced PE curriculum where students are able to explore many sporting activities and also take on many different roles within sport such as performer, leader, coach, official and choreographer. The PE department offers an extensive extra curricular programme, utilising local club links within the community to provide students with tailored coaching and expertise.</p> <p>Moral development in PE concerns students having the opportunity to understand how PE can influence their healthy body and healthy mind. Students learn how to win and how to lose graciously playing by the rules, and understand what constitutes fair play. Students learn that all games have rules that they need to abide by and this is linked to the community we live in and the rules which each citizen must live by.</p> <p>Social development involves students having the opportunity to work as a team, as well as reflecting on the feelings of determination and enjoyment. Students are given the opportunity to experience a number of different roles in PE from coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and teamwork. Many students take on the roles of leader and coach during PE lessons and are encouraged to deliver the warm up phase of the lesson. Students are always challenged to give maximum effort in PE lessons and the department has a strong ethos of encouraging others during lessons.</p>								

	<p>Cultural development in PE means students are given the opportunity to learn games and dances from different traditions, including their own. The students at Laurence Jackson School have the opportunity to learn through many sporting activities, which originated from this country and others. Students are often informed of world champions and world records in sports such as Athletics where students compare the world record to their own and the group performance and discover how elite athletes get to this level with training. Students are given the opportunity to compete against each other in local, regional and national competitions in a variety of sports. This often means students immerse themselves into different cultures from around the country and learning aspects of these cultures.</p>
<p>Links to careers and the world of work</p>	<p>Physical education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in PE? Some careers that you could consider doing with PE include: • Sports science • PE teacher • Physiotherapist • Professional sportsperson • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer.</p>