



# ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

## Year 7

Learning overview for Physical Education:			Year Group: 7	
Sport	Key topics/ SoW	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed?
Netball	Introduction Rules Passing Dodging Marking Footwork	<ul style="list-style-type: none"> <li>• Basic rules and their development</li> <li>• Development of 7 positions and their key roles in the game</li> <li>• Range of passes</li> <li>• Basic dodges</li> <li>• T-Marking</li> <li>• Footwork and its role in playing a quick game</li> </ul>	<ul style="list-style-type: none"> <li>• Learning rules and positions (offside).</li> <li>• Chest, bounce, shoulder passes and decisions on where to use them.</li> <li>• Sprint / Feint dodges.</li> <li>• Marking the opponent using peripheral vision. Applying the rules of contact and obstruction.</li> <li>• Footwork, pivoting, running step.</li> </ul>	Self and peer assessment. Link to the theory component taught. Teacher assessment at the start, middle and end of the unit.
Basketball	Dribbling Shooting Passing Tactics Fouls Violations Fitness for Basketball	<ul style="list-style-type: none"> <li>• Three correct points of dribbling technique.</li> <li>• Three different types of shot. (Jump Shot, Lay-up, Set Shot)</li> <li>• Three different types of Pass. (Bounce, Chest, Over the shoulder)</li> <li>• Defence and Offence strategies. (Half Court and full court)</li> <li>• Different types of foul and what happens in different scenarios.</li> <li>• Knowing of three violations (Back Court, Travelling and double dribble)</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling with stronger and weaker hand.</li> <li>• Crossovers and change in direction.</li> <li>• Shooting technique standing still, off the dribble and driving towards the basket.</li> <li>• Passing to beat an opponent in practices and game scenarios.</li> <li>• Triple threat.</li> <li>• Game understanding with regards to what happens in different situations, with fouls and violations.</li> <li>• Rules of the game.</li> <li>• Half court and full court man-man defence.</li> <li>• Creating space on Offence.</li> </ul>	Self, peer and teacher assessment at the start, middle and end of the unit.



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Football	<p>Passing Shooting Control Scanning Beating a player Rules Fitness for football</p>	<ul style="list-style-type: none"> <li>• Use of different part of the foot to control and pass the ball.</li> <li>• Control vs Power when shooting. Accuracy of the shot.</li> <li>• Control of the ball: foot, thigh, chest, head.</li> <li>• Scanning: what can I see? What am I looking for?</li> <li>• Beating a player to create space for yourself/teammates</li> <li>• How do the rules of the game impact on performance?</li> <li>• Fartlek, muscular endurance, aerobic endurance, speed</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to pass with both feet, inside and outside of the foot.</li> <li>• Shot selection depending on goal size, position in possession and the goal keeper's decisions.</li> <li>• The ability to use the first touch to create space.</li> <li>• Use of change of pace and direction to beat the player.</li> <li>• Being able to describe and adapt to the fitness demands of the game.</li> </ul>	<p>Self, peer and teacher assessment at the start, middle and end of the unit.</p>
Rugby	<p>Rules of the game. Introduction to techniques and skills. Principles of play. Teamwork.</p>	<ul style="list-style-type: none"> <li>• Rules of the game at an introductory level to enable touch and contact games to function effectively.</li> <li>• Agile running, passing, receiving, tackling, 3-man scrum and basic lineout.</li> <li>• Principles of attack including decision-making, looking for/exploiting space and support running.</li> <li>• Development of teamwork including cooperation, communication, sportsmanship and determination.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge, understanding and effective implementation of rules as a player within small sided and 10-a-side games.</li> <li>• Running with ball in two hands. Sprinting, agility, acceleration; hand-eye coordination, core-strength and posture.</li> <li>• Spatial awareness and scanning for positions of support/opposition players.</li> <li>• Verbal and non-verbal communication, honesty, compromise.</li> </ul>	<p>Self, peer and teacher assessment of skills applied in competitive situations. Formative and summative.</p>
Trampolining	<p>Safety Expectations  Basic Shapes &amp; Twists</p>	<ul style="list-style-type: none"> <li>• Understanding of the key safety requirements including the role and importance of spotters.</li> <li>• Development of body tension and control through all areas covered.</li> </ul> <p>Introduction of swing time, consistency of height and tariffs and how to apply to a short (5 bounce) routine.</p>	<ul style="list-style-type: none"> <li>• Knowledge of the key safety requirements such as safety checks, spotting, getting on and off the trampoline and landing.</li> <li>• Development of the basic shapes (straight, tuck, pike and straddle) and</li> </ul>	<p>Self, peer and teacher assessment at the start, middle and end of the unit.</p>





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	Basic Body Landings  Routines	Understanding of the fitness requirements specific to trampolining.	<p>twists (½ and full twist), basic body landings (seat, front and back landing).</p> <ul style="list-style-type: none"> <li>• Development of how to choreograph a short 5 bounce routine linking basic shapes, twists and body landings.</li> <li>• Development of the ability to self-assess own performance through video analysis.</li> </ul>	<p>Link to the theory component taught.</p> <p>Use of video analysis (teacher and pupil) to assess strengths and improvements of own performance.</p>
Table Tennis	Grip The serve Footwork Forehand Backhand Spin: topspin/backspin	<ul style="list-style-type: none"> <li>• Grip to enable variety and a range of shots to be played.</li> <li>• Serve: the ability to serve with variation and disguise. To serve from different starting points, by forehand and backhand, using spin and depth to outwit your opponent.</li> <li>• To use effective footwork to manipulate the playing area.</li> <li>• To perform push shots (defensive) and attacking shots to provide opportunities to win points.</li> <li>• To use and understand the effects of spin on the ball and off the opponent's bat.</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making: what shot to play, when to play it, why to play it.</li> <li>• Awareness: what is the opponent doing, and how can I manipulate their weaknesses?</li> <li>• Creativity: playing a range of shots to exploit space and opponent's weaknesses.</li> <li>• Feedback: the ability to use self and peer feedback to improve performance.</li> </ul>	<p>Self, peer and teacher assessment at the start, middle and end of the unit.</p> <p>Use of video analysis (teacher and pupil) to assess strengths and improvements of own performance.</p>
Fitness	Healthy lifestyle Components of fitness Fitness testing  Warm up/ Cool down	<ul style="list-style-type: none"> <li>• Physical/skill related fitness testing</li> <li>• Benefits of fitness testing</li> <li>• Warm up /cool down – reasons for and muscles used</li> <li>• Health related benefits of fitness</li> <li>• Activities to improve fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective warm up/ cool down independently and leading a group</li> <li>• Participate in tests using correct techniques</li> <li>• Able to carry out test protocol with a partner</li> </ul>	<p>Self-peer assessment at start, middle, end of unit</p> <p>Teacher assessment start, middle and end.</p>





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Athletics	<p>Speed – 100m, 200m, 3/400m.</p> <p>Endurance – 800m, 1500m</p> <p>Throwing – Discus: sling, Javelin: throw, Shot Putt: push</p> <p>Jumping – Long and Triple</p>	<ul style="list-style-type: none"> <li>• Explore fundamental skills underpinning the actions throwing, running and jumping</li> <li>• Adapt warm-ups appropriate to the different events (pulse raising for 800m+1500m, mobility and power for throwing events)</li> <li>• Development of techniques to increase distance/reduce time</li> <li>• Develop common techniques throughout the different events e.g. transfer of weight on the throwing events</li> <li>• Be able to officiate all events</li> <li>• Understanding of the fitness requirements specific to different events</li> <li>• Link events with fitness components previously taught in the fitness unit.</li> </ul>	<p><b>Sprinting:</b> Sprint starts; acceleration phase; dip finish</p> <p><b>Endurance:</b> Starts, bend running, continuous running, sprint finish</p> <p><b>Throwing:</b> Positioning of body, transfer of weight, arm action</p> <p><b>Jumping:</b> Approach (run up), take off, flight, and landing</p> <p><b>Measurements:</b> Use of stop watch, use of tape measure, official techniques of how to officiate each event / discipline</p>	<p>Self, peer and teacher assessment at the start, middle and end of the unit.</p> <p>Each event is assessed by measurement of distance and time.</p> <p>All measurements are recorded on tracker.</p> <p>Each event to be categorise as B,S&amp;G</p>
Aerobics	<p>Warm up, main: six basic moves, dance-a-cise, floorwork, yoga and cool down.</p> <p>Choreography, composition, routines, collaborative work, leading others, giving feedback.</p>	<ul style="list-style-type: none"> <li>• Introduce method to fitness – exercise to music</li> <li>• Examine how this area can be monitored with increasing fitness levels</li> <li>• Link areas to different sports, and how they work together to improve performance</li> <li>• Incorporate pupil lead warm-ups</li> <li>• Pupils to be able to lead other lesson sections as relevant, including:</li> <li>• Six basic moves, dance-a-cise, floor work, yoga, muscular endurance, cool down, etc</li> <li>• Pupils to know and use anatomical names of muscles and bones</li> </ul>	<p><b>Warm up -</b> Structure of the routine, to be explained. From head to feet in order. To remember the muscles prepared and ensure all body parts are used.</p> <p><b>Main -</b> Six basic moves introduced: marching, side steps, box step, knee lifts, hamstring curls &amp; grapevine.</p> <p><b>Developments -</b> Use of arms, punches, claps, rolling, etc. Use of timing with repeaters. Use of legs for kicks, flicks, digs, points, etc.</p> <p><b>Cool down -</b> Structure of the session, relaxing, breathing and longer stretching.</p>	<p>Self/peer assessment. Teacher assessment start, middle and end. Link to the theory component taught throughout the term. Completion of the form / homework.</p>





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			<p>Pupils should be able to follow a teacher lead session and also work collaboratively to choreograph their own routine to lead to the group.</p> <p><b>Feedback -</b> Listening to feedback from peers and teachers; giving feedback to others in a constructive manner; responding to feedback given.</p>	
Striking/Fielding	<p>Throwing Catching Batting Bowling Fielding Rules/tactics</p>	<ul style="list-style-type: none"> <li>• Throwing long and short distances.</li> <li>• Catching one hand, non-dominant hand, two hands.</li> <li>• Batting – demonstrate a transfer of weight to get more power Controlled batting with increasing accuracy</li> <li>• Different fielding positions and relationships between them Fielding skills such as long barriers</li> <li>• Understanding of key rules, tactics and scoring</li> </ul>	<ul style="list-style-type: none"> <li>• How to throw long/short distance demonstrating power</li> <li>• Fundamentals of catching and 'cushioning' the ball</li> <li>• Attempting to hit the ball up rather than down to the ground when batting, demonstrating transfer of weight</li> <li>• Different types of bowls – fast, introduce donkey drop</li> <li>• Fielding positions – bowler, bases, deep/short fielders. Relationship between them: bowler/back stop/first base 'triangle'.</li> </ul> <p>Long barriers</p> <ul style="list-style-type: none"> <li>• Basic rules: no running inside lines/posts, don't drop the bat, catch the ball before it bounces and you're out</li> <li>• Tactics – when to use different bowls, when to change the fielders e.g. take someone off the post or move fielders round for left handed batter.</li> </ul>	<p>Teacher assessment start, middle and end. Self/peer assessment Link to theory component</p>





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Alternative Sports/Outdoor Activities	Physical Literacy Physical Fitness Problem Solving Teamwork Leadership Navigation	<ul style="list-style-type: none"><li>• Knowledge of coordination development.</li><li>• Ability to analyse tasks in order to break them down.</li><li>• Cooperative working with other pupils.</li><li>• Decision-making and leadership.</li><li>• How to use a map and/or compass.</li></ul>	<ul style="list-style-type: none"><li>• Coordination, balance, agility, flexibility, speed, muscular endurance, aerobic endurance.</li><li>• Teamwork, negotiating and compromise. Analysis, evaluation and synthesis.</li><li>• Map reading, orientation and using bearings.</li></ul>	Self, peer and teacher assessment at the start, middle and end of the unit.
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