

Physical Education Year 7 Curriculum: PE Intent: QEGS gives an opportunity to participate in a broad & balanced PE curriculum. Emphasis in KS3 placed on skill development & tactical awareness in KS4. Enjoyment is of paramount importance throughout and a promotion of a healthy & active lifestyle. The curriculum allows pupils to fulfill a number of different roles within lesson time (not just a performer, but scorer, umpire, judge etc.) particularly if students are injured/ill/unable to take part. For those more keen/able pupils' opportunities are offered outside of lessons to attend extra-curricular clubs & to represent the school at district to national level in a variety of sports. There are 5 main areas of Physical Education that will be covered in Year 7: **outwitting opponents**, as in games activities; **accurate replication of actions, phrases and sequences** as in Gymnastic activities; **performing at maximum levels in relation to speed, height, distance, strength or accuracy**, as in Athletics activities; **identifying and solving problems to overcome challenges of an adventurous nature**, as in Life saving and Personal survival activities; and **exercising safely and effectively to improve health and well-being**, as in Fitness and Health activities.

Outwitting Opponents:

1. Football
2. Rugby
3. Badminton
4. Basketball
5. Rounders
6. Cricket
7. Hockey
8. Netball
9. Tennis
10. Table Tennis
11. Handball

Key Objectives for Outwitting Opponents - To be able to:

1. **Successfully overcome opponents in competition by directly affect each other's performance.**
2. Demonstrate the relevant skills required to succeed in the chosen area.
3. Transfer skills learnt in isolation into a competitive situation.
4. Understand and begin to apply their knowledge of rules in the specific activity.
5. Understand various tactics that can be employed in order to achieve success.
6. Effectively communicate within their group/team.
7. Begin to take responsibility for their own learning.
8. Describe their own strengths and weakness as well as begin to observe others.
9. Successfully take on additional roles such as Official, Organiser, Leader or Coach.
10. Explain how the activity areas can impact on their overall health and fitness.

Accurate replication of actions phrases and sequences:

1. Gymnastics

Key Objectives for Accurate Replication - To be able to:

1. **Demonstrate the ability to repeat actions, phrases and sequences of movement as perfectly as possible.**
1. Apply movements, agilities and balances individually and as part of a fluent sequence.
2. Select, combine and perform skills; actions and balances including some that are inverted.
3. Have an understanding of Body tension, control, counter balance and aesthetics which will be developed through compositional ideas.
4. Demonstrate performances, techniques and routines with replication of skills showing control and fluency.
5. Develop skills and compositional ideas based on decisions about sequences.
6. Know the benefits & use of arms and body tension and how sequences are aesthetically improved.
7. Describe their own strengths and weakness as well as begin to observe others.
8. Successfully take on additional roles such as Official, Organiser, Leader or Coach.
9. Explain how the activity areas can impact on their overall health and fitness.

Performing at maximum levels in relation to speed, height, distance, strength or accuracy:

1. Athletics
2. Cross Country
3. Swimming

Key Objectives for Performing at maximum levels - To be able to:

1. **Achieve personal best scores or times, and in competition with others' scores or times.**
2. Demonstrate to basic skills and begin replicate accurately..
3. Discover the skills required and they should understand that different events demand different skill types.
4. Develop skills and tactical decisions.
5. Evaluate the use of body parts in replicated technique and have knowledge of strategies for effective competitive performance.
6. Learn which strategies are needed for an event. To encourage the ability to become a reflective learner.
7. Know how to prepare and recover from exercise safely and begin to gain an understanding of the principles used.
8. Describe their own strengths and weaknesses as well as begin to observe others.
9. Successfully take on additional roles such as Official, Organiser, Leader or Coach.
10. Understand how the activity areas can impact on their overall health and fitness.

Exercising safely and effectively to improve health and well-being:

1. Fitness
2. Boxercise

Key Objectives for exercising safely and effectively to improve health and well-being - To be able to:

1. **Improve health, fitness and wellbeing.**
2. Understand basic fitness activities and work towards producing an accurate replication of the required techniques.
3. Develop the skills of sustained running, jumping and other fitness skills.
4. Understand that different events demand different components of fitness.
5. Identify the elements of an effective technique in a small circuit.
6. Develop the skills necessary to compete in a number of fitness based events.
7. Demonstrate accurate technique, depth of understanding and related performances in a range of activities that involve sustained physical work.
8. Describe their own strengths and weaknesses as well as begin to observe others.
9. Successfully take on additional roles such as Official, Organiser, Leader or Coach.
10. Understand how the activity areas can impact on their overall health and fitness.

Key Performance Standards

1. Demonstrate core skills in isolation.
2. Understand the skills required in a competitive situation.
3. Have knowledge of some tactics and strategies.
4. To be able to take responsibility for their own individual performance.
5. To work as a member of a team.
6. Demonstrate the ability to assess their own and others strengths and weaknesses in performance.
7. To be able to suggests strategies for improvement in performance.
8. To have some knowledge of relevant terminology associated with each specific activity.
9. To demonstrate levels of progress throughout the time spent on each activity.
10. To have understand the importance of warming up and cooling down.
11. To have the confidence to talk about the activity area.
12. Demonstrate the confidence to take on additional roles other than that of a performer.
13. To develop their own interaction and communication skills.
14. To have knowledge of how each activity can contribute to overall fitness and health.
15. To be able to recall/ recognise GCSE PE terminology specific to individual activities