



Overall Curriculum Goal & Intent

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	HRE	Athletics	Gymnastics and dance	Invasion games	Net games	Striking and fielding
	Health related exercise	Athletics.	Gymnastics and dance.	Basketball, Football, Hockey, Netball, Rugby, alternative activities.	Badminton and Tennis.	Rounders and Cricket.
Topic Focus	To learn how the body works and the effect certain activities have on the body.	To experience and learn about all track and field events.	To learn basic movements and to try basic choreography with guidance	To learn basic skills and to experience a full sided game.	To learn basic skills and to experience a full sided game.	To learn basic skills and to experience a full sided game.
Intent What do you want students to know and learn?	Intent – Pupils often have no health related exercise knowledge prior to joining secondary school.	Intent- pupils have often taken part in running and throwing races, but these are not fully recognised athletics events. We cover as many athletics events as possible to ensure pupils have a wide knowledge base of different athletics events and the rules that govern them.	Intent- To learn the basic movements of gymnastics safely, to be able to create short routines using the basic movements with the correct technique. To be able to experience performing as a group of individuals. To learn basic dance	Intent- to learn the basic skills for each activity with the correct technique, some pupils will have some basic knowledge and the teacher can then build on this or use the able pupils to help coach to help develop their knowledge further. Pupils to experience a full sided game – lower sets this may	Intent- to learn the basic skills for each activity with the correct technique, some pupils will have some basic knowledge and the teacher can then build on this or use the able pupils to help coach to help develop their knowledge further. Pupils to experience a full sided game – lower sets this may	Intent- to learn the basic skills for each activity with the correct technique, some pupils will have some basic knowledge and the teacher can then build on this or use the able pupils to help coach to help develop their knowledge further. Pupils to experience a full sided game – lower sets



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Summary of key knowledge & skills	To understand how exercise effects the body immediately and in the short term. Pupils experience cardiovascular and muscular endurance activities and discuss why these are a benefit to a range of sporting activities.	To understand the technique and safety points in relation to throwing events. To understand the run up and measuring process for jumping events. To understand how a race is started and which parts of the track they can use during their race. Pupils will also get an opportunity to time races.	movements and choreographic devices that can help with choreography. Such as canon and unison. To know the basic components that are needed to create a routine in gymnastics and dance. To have confidence in performing these routines.	be a conditioned game for safety reasons. Again the experience and skill levels will be different depending on pupils experiences at primary school and of course their sporting participation outside of school. Pupil's will learn the basic skills needed to play each game. These skills will be placed into a slightly competitive game and then hopefully into a full sided game by the end of each module.	be a conditioned game for safety reasons. Again the experience and skill levels will be different depending on pupils experiences at primary school and of course their sporting participation outside of school. Pupil's will learn the basic skills needed to play each game. These skills will be placed into a slightly competitive game and then hopefully into a full sided game by the end of each module.	this may be a conditioned game for safety reasons. Again the experience and skill levels will be different depending on pupils experiences at primary school and of course their sporting participation outside of school. Pupil's will learn the basic skills needed to play each game. These skills will be placed into a slightly competitive game and then hopefully into a full sided game by the end of each module.



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What are the opportunities for repetition and over-learning?	To know the definitions of cardiovascular fitness and muscular endurance as well as other components of fitness. To know how the body reacts to exercise.	To know the basic techniques to successfully carry out each athletics event. To know the track lines and event rules.		To know the basic skills and techniques outside of a games situation. For most to be able to successfully put these basic skills within to a game context.	To know the basic skills and techniques outside of a games situation. For most to be able to successfully put these basic skills within to a game context.	To know the basic skills and techniques outside of a games situation. For most to be able to successfully put these basic skills within to a game context.
Main common assessments	Throughout each lesson the basic knowledge will be added onto or repeated. Pupils will be given a level	Throughout each lesson the basic skills will be added onto and more complex techniques will be taught and repeated; if not in isolation then in conditioned competition or fully competitive	Throughout each lesson the basic skills will be added onto and repeated; if not in isolation then in small routines. Pupils will be given a level for each activity. A good pupil	Throughout each lessons the basic skills will be added onto and repeated if not in isolation then in conditioned games or full sided game. Pupils will be given a level for each activity. A good pupil in	Throughout each lessons the basic skills will be added onto and repeated if not in isolation then in conditioned games or full sided game. Pupils will be given a level for each activity. A good pupil in	Throughout each lessons the basic skills will be added onto and repeated if not in isolation then in conditioned games or full sided game. Pupils will be given a level for each activity. A good pupil in



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	for each activity. A good pupil in year 7 should be working at a level 3.	event. Pupils will be given a level for each activity. A good pupil in year 7 should be working at a level 3.	in year 7 should be working at a level 3.	year 7 should be working at a level 3.	year 7 should be working at a level 3.	year 7 should be working at a level 3.



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Extended writing tasks (at least two per long term)	<p>Create a mini leaflet that summarises the rules and scoring systems for either football, netball, table tennis or badminton.</p> <p>Choose an activity you have covered in your PE lessons so far this year. Explain two skills that you have been successful with and how this has affected your game positively. Explain two things that you need to work on when revisiting this activity in Year 8.</p> <p>Find the definitions of and give a sporting example for the following components of fitness.</p> <ul style="list-style-type: none"> - Muscular endurance - Cardiovascular endurance - Agility - Strength 					



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Examples of opportunities for challenge	Health related exercise is a wonderful topic for pupils to challenge themselves of for staff to give pupils an appropriate challenge depending on fitness levels and mentality of each pupil.	Athletics again can be very individualised. Target can be given in relation to times and distances for each pupils or a group of pupils so they can work towards these.	Pupils attempt all skills taught in gymnastics and there are alternatives or extension tasks the teachers can give to extend able pupils. In dance the topics we choose are very different to what the pupils may experience outside of school and so we learn together. The use of choreography tasks helps those who are very good to show their experience and knowledge.	The basic skills are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations.	The basic skills are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations.	The basic skills are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations.
Links to numeracy,	Numeracy – use of scoring systems, use of division when splitting into teams, measuring and timing in lessons.					



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literacy and other subjects	Literacy – Key words in lessons such as passing and receiving used frequently. PSHE – Talks about hygiene and feminine care. Numeracy – Key skills used in lessons such as dividing the class into smaller groups and scoring in a game.					
Enrichment, clubs, trips and other extra-curricular activities	Sports clubs for netball, basketball, football, badminton, trampolining, cheerleading, cricket, rounders, dodgeball and volleyball for boys and girls. Opportunities to compete in sports matches against other schools in netball, basketball, football, cricket, rounders, dodgeball, bench ball, cheerleading, athletics and cross country for boys and girls.					
<u>Opportunities for links to careers</u> Sport and Exercise Science – such as: nutritionist or physiotherapist Sport Business & Leisure Management – such as: sports marketing or arena manager Sports Development – such as: PE teacher or sport official Fitness Instruction – such as: personal trainer or strength and conditioning coach Outdoor Education – such as: adventure coach or outdoor instructor Performance & Excellence – such as: elite performer or elite performer coach				<u>Opportunities for links to SMSC, PSHE, ethos and values</u> PSHE – talks about hygiene and feminine care. SMSC – Working with others constantly in lessons, understanding others abilities and being sympathetic towards other. Values – learning values of sport such as: teambuilding, fairness, respect, inclusion and equality. Ethos – Sportsmanship is developed in PE as individuals show consideration for other pupils and understand how fairness should be promoted in sport and other areas.		
<u>How can parents support learning?</u> To help improve different fitness components.				<u>Other comments</u>		



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To help practice the basic movements/ skills taught in lessons. Both of these things will help consolidate knowledge.						