

**Physical Education Year 7**

**Curriculum Intent:** In Year 7 the *aim* of our curriculum is to support the social transition and belonging of students in their move from primary school into secondary school. This is achieved with a focus on teambuilding and interpersonal skills in their first block of activities. This provides an opportunity for us to get to know each student and their strengths and weaknesses beyond just their practical ability. Additionally, our focus for Year 7 is the introduction of Physical Literacy. Through the study of 5 key concepts across the year, teambuilding, motivation, motor competence, the value of PE and confidence, students are encouraged and supported to see the relevance in sport and physical activity and the role it can play in their lives both in and beyond PE. Each focus has a block of 6-8 lessons which is designed to develop the knowledge and understanding of each specific sport, alongside 4 important skill related concepts that will support our students not only across PE, but also across their other subjects and in their lives. In order to develop these key skills, students are taught a range of different sporting activities which are used as a vehicle to demonstrate and develop understanding of the skill related concepts. Through this, students are able to gain confidence as they grow throughout the academic year, as they build a repertoire of conceptual skills and competence in sport.

**Year 7 Focus: Physical Literacy and Social Belonging**

| Team building         | Confidence                                    | Asking questions                                      | Determination   | Positive approach to PE                                      | Failure   | Acting on feedback | Leading by example                        |
|-----------------------|---|---|---|--|---|--------------------|---|
| Variety of activities | Basketball<br>Netball<br>Football<br>Handball | Gymnastics<br>Handball<br>Football<br>Rugby<br>Hockey | Rugby<br>Football<br>Gymnastics<br>Trampolining<br>Table tennis | Badminton<br>Rugby<br>Trampolining<br>Gymnastics<br>Handball | Basketball<br>HRF<br>Football<br>Trampolining<br>Handball | Athletics          | Cricket<br>Tennis<br>Rounders<br>Softball |

**Knowledge 'Head'**

This element of our curriculum is designed to focus on the cognitive domain and declarative knowledge. Our aim is to develop young people's knowledge of what safe and successful movement looks like, the rules, conventions, regulations, strategies and tactics for participation in different activities and what health and fitness mean in context. Students cover a range of sports and activities across the national curriculum to develop movement competency which in turn will encourage lifelong participation in sport and physical activity. The inclusion of a supportive extracurricular programme alongside this provides opportunities for students to further this beyond the classroom.

**Understanding 'Hands'**

This element of our curriculum focusses on the physical domain and procedural knowledge. Our aim is that young people will develop fundamental movement and activity specific skills, such as understanding how to perform safe and effective movements, how to perform the rules, strategies and tactics in a sport and know how to participate in an activity. From this it is our hope that students have the confidence to join and/or attend our extracurricular provision where they can utilise these skills beyond the classroom.

**Conceptual Skills 'Heart'**

| Teamwork      | Problem Solving  | Intrinsic Motivation | Extrinsic Motivation | Providing Feedback | Receiving Feedback | The Value of PE    | Positive approach to PE | Confidence | Failure        |
|---------------|------------------|----------------------|----------------------|--------------------|--------------------|--------------------|-------------------------|------------|----------------|
| Communication | Being a Listener | Setting Goals        | Determination        | Competence         | Practice           | Leading by Example | Physical PE             | Attitude   | Growth Mindset |

Our lessons are not purely focused on the performance of skills within an activity, but knowing why they are performed, when they are performed and what holistic concepts can be applied and developed through the activity and beyond the PE classroom. We encourage students to make connections and understand the relationships between their PE lesson and the skill related concepts for each lesson. The additional and meaningful learning that can be delivered through PE is an important focus for students to grow and develop an understanding around skills and concepts that can be used across all elements of their life.

**Assessment**

Students are assessed twice across the year in each of the following key areas; Head, Heart and Hands. Under each key area an assessment criteria has been established which is simple and progressive from Year 7 to Year 9. Each has a formulated meeting criteria that we expect students to be able to meet by the end of the year. This purposefully utilises student friendly terminology to enable us to use this with students when providing feedback, which will allow students to understand their points of strength and areas for improvement. In each key area we assess the following: **Head:** Knowledge – Understanding – Feedback – Responsibility – Analysis – Problem Solving **Heart:** Teamwork – Communication – Respect – Leadership – Resilience – Confidence. **Hands:** Fitness Levels – Physical Ability – Technique – Tactics – Competitiveness.