



Curriculum Sequencing - Year 7

Year 7 Autumn Term and Spring Term		
<p>Students select their own learning pathway in Year 7 during lesson one. The pathways are competitive or fit4life. By opting into a learning pathway students are able to flourish in an environment which suits their level of performance and individual ability levels.</p> <p>Topics covered: Fitness Football Basketball Badminton Dance Rugby Netball OAA</p> <p>Students will cover 4 activities in the Autumn term and 4 activities in the Spring term.</p>	<p>How it links to what you have studied before: Students will build on generic knowledge of invasion games, gymnastics and athletics activities from KS2, and be introduced to new activities, developing more sport-specific skills</p>	<p>How it links to what you will study: Build upon the 3 pillars experiences in KS2:</p> <ul style="list-style-type: none"> ● Motor competence ● Rules, strategies & tactics ● Healthy participation <p>Introduction to PE at WHS</p>
<p>Skills (students know how to) perform basic safe and successful movements in a variety of activities/sports (motor competence) perform basic rules, conventions, regulations, strategies and tactics in a variety of activities/sports (rules, strategies & tactics) perform point 1 and point 2 in isolation and small sided games in a variety of activities/sports</p>	<p>Knowledge (students know) what basic safe and successful movement looks like in a variety of activities/ sports (motor competence) what basic rules, conventions, regulations, strategies and tactics are for participation in specific activities/sports (rules, strategies & tactics) When and why to apply point 1 and point 2 in a variety of sports/activities. .</p>	<p>Healthy participation</p> <p>Knowledge (students know when and why)</p> <p>Social: My personal best</p> <p>Mental: resilience</p> <p>Physical: Healthy habits</p>
<p>Assessment focus</p> <p>Formative assessments (teacher) Question and answers Teacher observation Formative informing summative assessments Bronze, silver, gold and platinum pathways set linked to GTG Self-reflection (student) Self reflection Peer observations Peer discussions and feedback Students complete Healthy participation - Grow survey at the end of each unit on google classroom Summative assessments</p>		

Formative and self-reflection assessments used to inform the final outcome.	
Key words: Refer to SOW for separate activities	Extra-Curricular opportunities Clubs District, County and Regional Competitions
Why we study it: All students will develop motor competence, rules, strategies and tactics and know how to lead a healthy, active lifestyle.	
Mastery in this subject: Know: what... Show: know how to...	
<p>basic safe and successful movement (looks like)</p> <p>basic rules, conventions, regulations, strategies and tactics (are for participation in specific activities/sports).</p> <p>Grow: Know when and why certain movements are effective and when skills can be transferred. Know when and why we apply rules, conventions, tactics and strategies in activities/sports</p> <p>Healthy participation: to know and show healthy habits in PE, be resilient and work to their personal best.</p>	

Year 7 Summer Term		
<p>Topics covered: Students will cover 4 activities.</p> <p>Athletics Tennis Cricket Rounders</p>	<p>How it links to what you have studied before:</p> <p>Students will build on generic knowledge of invasion games, gymnastics and athletics activities from KS2, and be introduced to new activities, developing more sport-specific skills</p>	<p>How it links to what you will study: Build upon the 3 pillars experiences in KS2:</p> <p>Motor competence Rules, strategies & tactics Healthy participation</p> <p>Introduction to PE at WHS</p>
<p>Skills (students learn how to) perform basic safe and successful movements in a variety of activities/sports (motor competence)</p> <p>perform basic rules, conventions, regulations, strategies and tactics in a variety of activities/sports (rules, strategies & tactics)</p> <p>perform point 1 and point 2 in isolation and small sided games in a variety of activities/sports</p>	<p>Knowledge (students learn) what basic safe and successful movement looks like in a variety of activities/ sports (motor competence)</p> <p>what basic rules, conventions, regulations, strategies and tactics are for participation in specific activities/sports (rules, strategies & tactics)</p> <p>When and why to apply point 1 and point 2 in a variety of sports/activities. .</p>	<p>Healthy participation</p> <p>Knowledge (students learn)</p> <p>Social: My personal best</p> <p>Mental: resilience</p> <p>Physical: Healthy habits</p>
Assessment focus		
Formative assessments (teacher) Question and answers		

<p>Teacher observation</p> <p>Formative informing summative assessments</p> <p>Bronze, silver, gold and platinum pathways set linked to GTG</p> <p>Self-reflection (student)</p> <p>Self reflection</p> <p>Peer observations</p> <p>Peer discussions and feedback</p> <p>Students complete Healthy participation - Grow survey at the end of each unit on google classroom</p> <p>Summative assessments</p> <p>Formative and self-reflection assessments used to inform the final outcome.</p>	
<p>Key words: Refer to SOW for separate activities</p>	<p>Extra-Curricular opportunities</p> <p>Clubs</p> <p>District, County and Regional Competitions</p>
<p>Why we study it: All students will develop motor competence, rules, strategies and tactics and know how to lead a healthy, active lifestyle.</p>	
<p>Mastery in this subject:</p> <p>Know: what... Show: know how to...</p> <p>basic safe and successful movement (looks like)</p> <p>basic rules, conventions, regulations, strategies and tactics (are for participation in specific activities/sports).</p> <p>Grow: Know when and why certain movements are effective and when skills can be transferred.</p> <p>Know when and why we apply rules, conventions, tactics and strategies in activities/sports</p> <p>Healthy participation: to know and show healthy habits in PE, be resilient and work to their personal best.</p>	



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