

Year 7 PE information

Shared Vision

The PE curriculum has been planned with the school and departmental vision in mind; 'Cooperation, Confidence, Enjoyment, Excellence. 'Our focus is on high quality Physical Education that develops our students' moral compass, empathy, and respect for others. The PE department focuses on building our young people's confidence, resilience, emotional wellbeing, physical health and life skills. Physical Education at Holy Cross is a vehicle through which a joy of movement is established, leadership skills are developed and a love for sport and physical activity is fostered.

The rationale for the subject is extended beyond the curriculum, where students are encouraged to pursue excellence in performance, engage in competition and experience new activities. The department is committed to extra curricular clubs which will provide our students with lifelong skills.

Aims Physical Education National Curriculum

- lead healthy lives
- be physically active for sustained periods
- develop competence to excel in a broad range of physical activities
- engage in competitive sports and activities.

Aims associated with the needs of our pupils here at Holy Cross

- be able to work cooperatively and as a leader.
- grow in self confidence to lead and share their ideas
- Be inclusive of others and respect all our differences (a social dimension)
- to be self-reflective and think critically (meta-cognitive dimension)
- to have a positive attitude towards learning and enjoy PE (an emotional dimension)



PE Term Topic Overviews for KS3

	Year 7	Year 8	Year 9
Autumn 1	• Leadership and Teamwork • Netball • Sports Hall Athletics •	• Teamwork and Problem solving x 2 lessons • Fitness re-testing and recap components of fitness • Sports Education (Leadership and teamwork) using netball	• Teamwork and Problem solving x 2 lessons • Fitness Testing • Types of training (HIIT, Fartlek, circuit, continuous)
Autumn 2	• Fitness and Fitness Testing • Badminton • Hockey or Football	• Handball/Basketball • Hockey/Football • Lacrosse/Ultimate Frisbee	• Sports Education (Leadership and teamwork) using sport of class' choice • Handball/Basketball • Hockey/Football • Lacrosse/Ultimate Frisbee
Spring	• Rugby and tag rugby • Gymnastics and rhythmic gymnastics • Trampoline • Start Rounders/Cricket	• Rugby and tag rugby • Gymnastics and rhythmic gymnastics • Trampoline • Start Rounders/Cricket	• Rugby and tag rugby • Gymnastics and rhythmic gymnastics • Trampoline • Start Rounders/Cricket
Summer	• Athletics • Cricket • Rounders • Sports Week practice including Petanque • Frisbee • Volleyball • Invasion games such as Tally-Ho • Non traditional games - ideas	• Athletics • Cricket • Rounders • Sports Week practice including Petanque • Frisbee • Volleyball • Invasion games such as Tally-Ho • Non traditional games - ideas	• Athletics • Cricket • Rounders • Sports Week practice including Petanque • Frisbee • Volleyball • Invasion games such as Tally-Ho • Non traditional games - ideas

	Lacrosse Aussie Rules Gaelic Football Ultimate Frisbee	Lacrosse Aussie Rules Gaelic Football Ultimate Frisbee	Lacrosse Aussie Rules Gaelic Football Ultimate Frisbee
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The Holy Cross School Physical Education Rules

For all lessons, pupils are expected to:

- **Participate in all activities.** If you are ill or injured **you must produce a note**, which clearly explains exactly what you can or cannot do. However you must take an appropriate part in the lesson, for example scoring, umpiring/refereeing.
 - **Wear your complete and correct kit, which should be labelled, during all lessons. This includes;**
 - I. School polo shirt
 - II. School shorts or skort or full length plain black sports leggings (not fashion leggings) or tracksuit trousers
 - III. Sports trainers (not fashion trainers eg. vans, converse, Nike air force 1), clean socks
 - IV. School hoodie (approved only)
 - V. Sports jackets must be black or navy blue.

NB: If you have to wear around school for an approved reason you must wear your blazer as well.
 - No jewellery of any kind may be worn in any PE lesson. Earrings must be removed or taped over.
 - Tie all hair longer than shoulder length back. Long fringes must be clipped off the face.
 - Arrive promptly to all lessons and change quickly and quietly once invited into the changing rooms by your PE teacher.
 - Stay out of all store cupboards and leave all equipment until asked to enter/use equipment by a PE teacher.
 - Respect and take care of equipment, returning it safely and correctly to the appropriate place.
 - Behave in a safe and responsible manner at all times.
 - **Sanctions for no kit;**
 - 15 minute detention after school
 - 2nd no kit in the term results in a ½ hour detention after school
 - 3rd no kit results in a one hour detention with your director of year.
- Remember that:
- Everyone has the RIGHT to be safe.
 - Everyone has the RIGHT to learn.

In return, your PE teacher will:

- Treat you with respect.
- Be polite to you.
- Be fair in the way they deal with you

- Try to teach you in a way that makes PE interesting and fun.
- Try to teach activities that interest you.
- Give you feedback that helps you improve in PE
- Keep the PE equipment in good condition ready for you to use.

Year 7

Overview	Knowledge: What will they Learn?	Skills: Understanding - what will they be able to do?	Literacy - Key Terminology	Assessment
Autumn Term 1	Leadership, team building and problem solving Individually and in small groups.	- choose and use skills that suit the activity showing greater strengths in some of the games than others - work with successfully others in small teams take on specific roles that suit their abilities - plan collaboratively in pairs or small groups contribute to the organisation of a team - know that they need to prepare safely for games follow warm-up routines they are given with some care - describe what they do best - work on ideas that they are given to improve their performance. - Successfully leads group activities (e.g. coach or official in sports education, gymnastics routines) with confidence showing respect, encouragement and empathy for others and excellent cooperation in doing so. - Is able to communicate tactics, strategies and ideas effectively to team members using clear verbal and non-verbal skills. - Always listens to others ideas and ensures everyone feels valued. - Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.	Values and rules. Communication. Speaking and listening, Cooperation, collaboration & working together. Leadership Inclusivity	Teacher Assessment - used as summative assessment for baseline data

	Netball Focus on how to use basic principles of attack and defence to plan strategies and tactics for netball. Pupils will work on improving the quality of their skills with the intention of outwitting opposition. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition. use of umpiring signals and terminology	- Choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play - use a sound understanding of the principles of play when planning their approaches to games; - work effectively in small teams to choose and put into practice tactics for attacking and defending - recognise and explain the importance of getting ready for games; follow appropriate warm-up routines - identify the main aspects of a good performance - recognise weaknesses; suggest how a performance could be improved. - Always has precision, control, accuracy or fluency of the key skills. - Almost always applies the key skills in a competitive situation. - Makes a significant contribution / impact on the teams performance - Decision making is nearly always effective.	*Attack and defence, marking, covering and interception. *Passing and receiving (chest pass, shoulder pass, one/two handed passing). *Dodging – single/double/sprint. *Marking a player. *Shooting (close/distance) or rebounding (attacking or defending) or marking a pass/intercepting (centre court players). *Footwork and movement – landing on one/two feet, pivoting. * Free pass/penalty pass	Baseline Summative Assessment - Use skills drills and 5 V 5 games.
	Health and Fitness Replicate specific techniques for a variety of fitness based activities and tests. Understanding of warm ups, cool downs and health importance through physical tasks. The benefits that fitness events give to an individual and implications for future life.	- Can observe and replicate basic fitness techniques in a few activity areas - Can identify some of the basic components of fitness. Reasonable success across all fitness disciplines - Can warm up safely with guidance - Can comment on some of the factors which make an effective performance. - Can get level 7+ in the beep test	Heart rate, cardiovascular endurance, recovery, cool down, lactic acid, fatigue and muscles names, beep test, normative data	Baseline Summative Assessment - multistage shuttle test - beep test

Autumn Term 2	Sportshall Athletics Improve their running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. In all athletic activities, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy.	• Pupils will use refined techniques in a wide range of running, jumping and throwing events and activities • set themselves goals, by focus their efforts on specific aspects of their technique; which they achieve • explain how warming up and cooling down help performance; • recognise effective performance and identify some of the factors which make it effective • select, with help, aspects that they need to practise • demonstrate a good understanding of the principles of effective athletic performance • show a clear idea of what they can achieve and know how to practise to meet their goals; have a good understanding of the way to perform in events • help others to improve by giving effective, focused feedback	• running, <i>eg stride length and cadence, leg and arm action, head position, pacing</i> • throwing, <i>eg grip, stance, release and follow-through, angle of release</i> • jumping, <i>eg approach run, acceleration, maintaining momentum, take off and lift, arm action</i> Speaking and listening – through the activities pupils could: • organise, sequence and link what they say so listeners can follow it • collaborate with others to share information and ideas, and solve problems	Teacher and self Formative Assessment
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	Hockey or Football Basic principles of attack and defence to plan strategy and tactics. Improve the quality of their skills using various techniques to outwit their opponent. How to use skills, strategies and tactics to outwit the opposition.	- Choose and use combinations of skills with confidence, accuracy and consistent quality in games they play - use a sound understanding of the principles of play when planning their approaches to games - work effectively in small teams to choose and put into practice tactics for attacking and defending - recognise and explain the importance of getting ready for games; follow appropriate warm-up routines - identify the main aspects of a good performance; recognise weaknesses - suggest how a performance could be improved. - Always has precision, control, accuracy or fluency of the key skills. - Almost always applies the key skills in a competitive situation. - Makes a significant contribution / impact on the teams performance - Decision making is nearly always effective.	Tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through, pressing and formation. Sports specific terminology <u>Hockey</u> Dribbling/moving with the ball – open and reverse stick, change of pace, dodging. Passing – push, hit, slap. Shooting – placement and power. Receiving – stationary, on the move, open and reverse stick. Marking/intercepting/tackling/ jockeying – open and reverse stick tackles, jab tackle. <u>Football</u> Passing/receiving – either foot. Dribbling/moving with the ball – either foot. Shooting - at goal OR wing play and crossing for attackers OR playing a through ball to attackers. Heading. Tackling, jockeying, closing down and marking.	Formative assessment self and peer.
	Badminton	Experiment with a range of basic tactic	Sports Specific terminology	Formative assessment self and peer.

	Replicating and developing techniques as well as implementing and refining strategic play to outwit opponents. Demonstrate the essential elements of attack and defence. In net games, the player aims to get the shuttlecock to land in the target area so that the opponent cannot return it. Pupils should be able to accurately score and officiate badminton games.	• searching for strengths and weaknesses in the opposition, and form a simple game plan • select and apply forehand, backhand and overhead strokes/shots in game situations in order to achieve particular outcomes and make adjustments where required • use information gained from feedback to improve performance in game contexts and in personal technique • contribute effectively to umpiring and basic coaching • Always has precision, control, accuracy or fluency of the key skills. • Almost always applies the key skills in a competitive situation. • Makes a significant contribution / impact on the teams performance • Decision making is nearly always effective.	Service – high, low, flick (forehand or backhand). Overhead – clear, drop (forehand and backhand where appropriate). Underarm – clear, drive, drop (forehand and backhand where appropriate). Net play. Smash. Agility power and coordination	
Progress Check	What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected? • Above Expected: Students will meet all bullet points outlined above. • Expected: Students will meet most bullet points outlined above. • Below Expected: Students will meet some bullet points above. • Cause for concern: Students produce insufficient work to meet any of the above.			

Overview	Knowledge: What will they Learn?	Skills: Understanding - what will they be able to do?	Literacy - Key Terminology	Assessment
Spring Term 1	Rugby Tag /Rugby skills	• Use a range of rugby tag skills and techniques fluently and accurately (rugby passes including spiral pass, run forwards and pass backwards, draw and pass to create an overlap, create space, get around opponent using goose steps, in and away etc....) • devise and carry out a range of different tactics and practises e.g. M2 loop • work cooperatively in their group, applying and adapting tactics and skills effectively • identify what they need to do to improve • carry out and adapt ideas and suggestions given to them • Always / Regularly has precision, control, accuracy or fluency of the key skills. • Almost always / Regularly applies the key skills in a competitive situation. • Makes a significant contribution / impact on the teams performance • Decision making is nearly always effective.	Create space, covering, intercepting, marking, tackling, width and depth in attack draw and pass, number off, spiral pass, loop or wrap, miss 1 or miss 2 loop, overlap, number off, principles of attack and defence, keeping possession and making progression, dispossessing an opponent, apply pressure, push back.	AfL Rugby Tag

	Gymnastics and Trampoline	• perform single and linked actions accurately • perform a wider range of skills, actions and agilities including rolls, flight from hands, partner supports and balances, and some vaults • consistently show control, tension and extension • use transference of weight effectively *Design and perform aesthetically pleasing and imaginative sequences • demonstrate a good memory for sequences and repeat their sequences accurately • perform with confidence and fluency NOTE: Gymnastics Challenging moves may include; handstand/headstand cartwheel/ round off backward rolls, forward or backward walkovers/ handspring Trampoline - swivel hips, somersaults, baranis, front landings and back landings.	Using inclines, raised platforms, dive/ forward rolls; balancing, eg handstand, headstand; flight from hands, eg handspring; vaulting over benches, eg secure landings from high platform; and wheeling and spinning, e.g. the cartwheel. balance and counter-balance in pairs and groups. linking shapes and balances using variations in speed, direction, methods of travel	Summative Assessment - gymnastics Trampoline - Assessment for Learning from the teacher
Spring Term 2	Hockey	• Use a range of hockey skills and techniques fluently and accurately • devise and carry out a range of different tactics and practises; • work cooperatively in their group, applying and adapting tactics and skills effectively identify what they need to do to improve carry out and adapt ideas and suggestions given to them • Always has precision, control, accuracy or fluency of the key skills. • Almost always applies the key skills in a competitive situation. • Makes a significant contribution / impact on the teams performance • Decision making is nearly always effective.	Hit, push pass, dribble, slap, scoop, V- dribble, flick, hit, obstruction, shoot and score, D zone,	AfL

		Decision making is nearly always effective.		
	Volleyball	- In this unit pupils will focus on how to use basic principles of attack and defence to plan strategy and tactics for volleyball - They work on improving and developing techniques as well as implementing and refining strategic play to outwit opponents - In net games, the player aims to get the ball to land in the target area so that the opponent cannot return it. - Pupil should begin to accurately score and officiate volleyball games - Always has precision, control, accuracy or fluency of the key skills. - Almost always applies the key skills in a competitive situation. - Makes a significant contribution / impact on the teams performance - Decision making is nearly always effective.	Use and spell correctly words relating to: - tactics and techniques, <i>e.g. court positioning, angles, smash, overhead, dig/forearm pass, set/overhead pass, volley, block, staying in the rally, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation, fitness</i> Speaking and listening – through the activities pupils could: - solve a problem, consider alternatives, structure plans and organise group activity	
Progress Check	What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected? - Above Expected: Students will meet all bullet points outlined above. - Expected: Students will meet most bullet points outlined above. - Below Expected: Students will meet some bullet points above. - Cause for concern: Students produce insufficient work to meet any of the above.			

Summer Term 1	Rounders and Cricket	• In this unit pupils will replicate and improve individual technique in batting, bowling and fielding. • Pupils will work on improving the quality of their skills with the intention of outwitting opponents. Rounders and cricket players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. • Pupils should begin to accurately score games. • Pupils will hit with consistency and control grip the bat correctly, move their feet and position their bodies, to direct the ball • bowl reasonably accurately and vary the speed and flight of the ball • field securely in that they intercept and catch the ball consistently and throw accurately• identify when to attack and when to defend as batters, selecting appropriate shots and directing the ball to space with purpose • describe a batter's strengths and work as a team to place a field that makes it difficult to bat against • explain where to aim and how to change the speed and flight to restrict the batter and bowl to their field • Always / Regularly has precision, control, accuracy or fluency of the key skills. • Almost always / Regularly applies the key skills in a competitive situation. • Makes a significant contribution / impact on the teams performance	Striking, fielding, bowler, backstop, deep fielders, in fielders, post, off posts, stance, body position, follow-through, mechanics of movement, line and length (cricket), attacking and defensive strokes, batting order, bowling techniques, field placements (move in and out,) , coaching, officiating/umpiring, anticipation, donkey drop	Summative - Rounders Cricket AfL
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		Decision making is nearly always effective.		
	Athletics	- In this unit pupils will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. - They will carry out investigations into aspects of technique and use the information to become more technically proficient - In all athletic activities, pupils will engage in performing and improving their skills and personal bests in relation to speed, height and distances.	Use words relating to running, e.g. stride length leg and arm action, head position and pacing. Jumping e.g. approach run, acceleration, and momentum. Throwing e.g. grip, stance, release and angle of release. Opportunities for pupils to record results. Watch video/analysis correct technique. Communication; Speaking and Listening. Cooperation; Working together.	AfL
Summer Term 2	Non traditional games - ideas Lacrosse Aussie Rules Gaelic Football Ultimate Frisbee Sports Day preparation - Volleyball (modified) - Frisbee - Petanque - Invasion Games and team work e.g. Tally Ho	SMSC - fairplay, sportsmanship, inclusivity, team-work, leadership, communication, British Values. - choose and use skills that suit the activity showing greater strengths in some of the games than others - work with successfully others in small teams take on specific roles that suit their abilities - plan collaboratively in pairs or small groups contribute to the organisation of a team - know that they need to prepare safely for games follow warm-up routines they are given with some care - describe what they do best - work on ideas that they are given to improve their performance. - Successfully leads group activities (e.g. coach or official in sports education, gymnastics routines) with confidence showing respect, encouragement and empathy for others and excellent cooperation in doing so.		AfL - engaged and enjoy activities and sports day Full participation in sports days Teamwork and Leadership

		• Is able to communicate tactics, strategies and ideas effectively to team members using clear verbal and non-verbal skills. • Always listens to others ideas and ensures everyone feels valued. • Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.		
Progress Check	What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected? • Above Expected: Students will meet all bullet points outlined above. • Expected: Students will meet most bullet points outlined above. • Below Expected: Students will meet some bullet points above. • Cause for concern: Students produce insufficient work to meet any of the above.			