

<p>Year: 7 Subject: Core PE</p>	<p>Curriculum Intent: Through the Head, Heart and Hands concept curriculum, learners will use sport and exercise as a vehicle to develop an array of skills that can help them within sporting contexts and crucially in the wider world. In Year 7, learners will develop their knowledge and understanding of basic anatomy & physiology (e.g., identification of muscles and why/how we warm-up), rules and the key coaching points of core skills across a wide range of activities. Furthermore, learners will develop their ability to demonstrate resilience when faced with challenging learning tasks and conditions. Learners will also develop their understanding of specific physical abilities that are required in sport and exercise and will begin to apply them appropriately. The key concepts from Year 7 will continue to be developed and built upon in Year 8 and 9 by acting as the building blocks to developing further key concepts. Across this year, specific attention will be paid to ensuring that learners understand how key concepts are vital to success, not just in sporting contexts, but also in the wider world, such as other subject areas or in the work place, later in life.</p>						
	Term 1		Term 2		Term 3		
Topic Titles	Head & Hands	Heart & Head	Hands & Heart	Head & Hands	Heart & Head	Hands & Heart	
Key concepts	<p>Knowledge & Understanding Basic rules, how to warm-up effectively, identification of muscles, coaching points for skill replication.</p> <p>Physical Ability Development and application of physical attributes for sport/exercise performance.</p>	<p>Resilience Perseverance with difficult/challenging tasks/learning conditions.</p> <p>Knowledge & Understanding Basic rules, how to warm-up effectively, identification of muscles, coaching points for skill replication.</p>	<p>Physical Ability Development and application of physical attributes for sport/exercise performance.</p> <p>Resilience Perseverance with difficult/challenging tasks/learning conditions.</p>	<p>Knowledge & Understanding Identification and definitions of fitness components, continued identification of muscles.</p> <p>Physical Ability Development and application of physical attributes for sport/exercise performance.</p>	<p>Resilience Perseverance with difficult/challenging tasks/learning conditions.</p> <p>Knowledge & Understanding Basic rules, continued identification of muscles, coaching points for skill replication.</p>	<p>Physical Ability Development and application of physical attributes for sport/exercise performance.</p> <p>Resilience Perseverance with difficult/challenging tasks/learning conditions.</p>	
Learning vehicles	<p>Boys Indoor: Badminton Outdoor: Basketball</p> <p>Girls Indoor: Gym Outdoor: Netball</p>	<p>Boys Indoor: Gymnastics Outdoor: Football</p> <p>Girls Indoor: Basketball Outdoor: Handball</p>	<p>Boys Indoor: Handball Outdoor: Rugby</p> <p>Girls Indoor: Dance Outdoor: Football</p>	<p>Boys Table Tennis/Fitness</p> <p>Girls Badminton/Fitness</p>	<p>Boys Indoor: Cricket Outdoor: Athletics</p> <p>Girls Indoor: Rounders Outdoor: Athletics</p>	<p>Boys Indoor: Tennis Outdoor: Athletics/Softball</p> <p>Girls Indoor: Cricket Outdoor: Athletics</p>	
Assessment	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of most basic rules 		<ul style="list-style-type: none"> Demonstrate knowledge and understanding of most basic 		<ul style="list-style-type: none"> Demonstrate knowledge and understanding of most basic 		

	<p>and some advanced rules across a limited range of sporting activities (Knowledge and understanding).</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of how to carry out an effective warm-up prior to exercise (Knowledge and understanding). 	<p>rules and some advanced rules across a range of sporting activities (Knowledge and understanding).</p> <ul style="list-style-type: none"> • Use acquired knowledge and understanding to lead groups of peers through an effective warm-up prior to exercise (Knowledge and understanding). 	<p>rules and some advanced rules across a wide range of sporting activities (Knowledge and understanding).</p> <ul style="list-style-type: none"> • Use acquired knowledge and understanding to lead larger groups of peers through an effective warm-up prior to exercise (Knowledge and understanding).
	<ul style="list-style-type: none"> • Consistently and accurately replicate most core skills and some advanced skills across a limited range of sporting activities (Physical Ability). • Demonstrate most physical attributes required for successful performance across a limited range of sporting activities (Physical Ability). 	<ul style="list-style-type: none"> • Consistently and accurately replicate most core skills and some advanced skills across a range of sporting activities (Physical Ability). • Demonstrate most physical attributes required for successful performance across a range of sporting activities (Physical Ability). 	<ul style="list-style-type: none"> • Consistently and accurately replicate most core skills and some advanced skills across a wide range of sporting activities (Physical Ability). • Demonstrate most physical attributes required for successful performance across a wide range of sporting activities (Physical Ability).
	<ul style="list-style-type: none"> • Show consistent levels of responsibility and organisation of their PE kit and is familiar with the routines associated with PE. 	<ul style="list-style-type: none"> • Demonstrate a consistently positive attitude and I exert consistent levels of effort across a range of sporting activities (Resilience). • Typically show resilience across a range of sporting activities when faced with challenging situations, where factors, such as skill replication and weather conditions might test me (Resilience). 	<ul style="list-style-type: none"> • Typically show resilience across a wide range of sporting activities when faced with challenging situations, where factors, such as skill replication and weather conditions might test me (Resilience). • Demonstrate a consistently positive attitude and I exert consistent levels of effort across a wide range of sporting activities in Physical Education (Resilience).

		<ul style="list-style-type: none">• Show consistent levels of responsibility and organisation of their PE kit and is familiar with the routines associated with PE.	Show consistent levels of responsibility and organisation of their PE kit and is familiar with the routines associated with PE
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