

**Curriculum Overview Table**  
**Year 7 Core PE - Acquiring and Developing Skills**

End Point	Key knowledge	Key skills	Key Vocabulary	Reading and Oracy	Numeracy	Common misconceptions
<b>Introduction to Games</b>	<p>Demonstration of correct technique in isolated practices</p> <p>Demonstration of basic principles of Invasion Games</p> <p>Use of techniques in small sided conditioned games</p> <p>Introduction to rules and regulations</p> <p>Key health and safety information</p>	<p>Ball familiarisation - dribbling with and stopping the ball (S1)</p> <p>Passing and receiving (S2)</p> <p>Running with the ball (S3)</p> <p>Shooting (S4)</p> <p>Tactics within small-sided games (5v5/6v6)</p>	<p>Pass</p> <p>Receive</p> <p>Dribble</p> <p>Shot</p> <p>Control</p> <p>Scan</p> <p>Touch</p> <p>Jockey</p> <p>Side-on</p> <p>Foul</p> <p>Free-kick</p> <p>Penalty</p> <p>Tactics</p> <p>Position</p> <p>Rules</p> <p>Invasion</p> <p>Attack</p> <p>Defend</p>	<p>Key words and learning for lesson repeated as a class</p> <p>Class discussion on the different techniques, how they are performed and their application</p> <p>Peer assessment</p>	<p>Correct application of scoring systems</p>	<p>Invasion games have different tactics, rules and principles</p> <p>I cannot take certain skills into different sports and apply them.</p>
<b>Football</b>	<p>Demonstration of correct technique in isolated practices</p> <p>Use of techniques in small sided conditioned games</p> <p>Introduction to rules and regulations</p> <p>Key health and safety information</p>	<p>Ball familiarisation - dribbling with and stopping the ball (S1)</p> <p>Passing and receiving (S2)</p> <p>Running with the ball (S3)</p> <p>Shooting (S4)</p> <p>Defending (Jockeying) (S5)</p> <p>Tactics within small-sided games (5v5/6v6)</p>	<p>Pass</p> <p>Receive</p> <p>Dribble</p> <p>Shot</p> <p>Control</p> <p>Scan</p> <p>Touch</p> <p>Jockey</p> <p>Side-on</p> <p>Foul</p> <p>Free-kick</p> <p>Tactics</p> <p>Position</p>	<p>Key words and learning for lesson repeated as a class</p> <p>Class discussion on the different techniques, how they are performed and their application</p> <p>Peer assessment</p>	<p>Correct application of scoring systems</p>	<p>Dribbling and running with the ball are the same</p> <p>In order to keep possession, you have to go forwards</p> <p>Running towards an attacker as quickly as possible is the most effective way to apply pressure as a defender</p>
<b>Rugby</b>	<p>Demonstration of correct technique in isolated practices</p> <p>Use of techniques in small sided conditioned games</p> <p>Introduction to rules and</p>	<p>Passing and moving with the ball (S1)</p> <p>Tackling (S2)</p> <p>Rucking (S3)</p>	<p>Pass</p> <p>Tackle</p> <p>Ruck</p> <p>Maul</p> <p>Scrum</p> <p>Line Out</p> <p>Onside</p>	<p>Reading of learning as it is shared with the class</p> <p>Class discussion around different</p>	<p>Correct application of scoring system</p> <p>Timing of games</p>	<p>What direction you can pass the ball in</p> <p>The offside line</p> <p>The difference between a ruck and a maul</p>

	<p>regulations</p> <p>Key health and safety information</p>	<p>Mauling (S4)</p> <p>Scrummage (S5)</p> <p>Line out and Kicking (S6)</p>	<p>Offside</p> <p>High Tackle</p> <p>Penalty</p> <p>Knock On</p> <p>Advantage</p> <p>Infringement</p>	<p>techniques</p> <p>Peer teaching opportunities</p>		<p>Who can compete for the ball in the ruck</p>
Fitness	<p>Demonstration of correct technique in a range of bodyweight exercises and use of cardiovascular equipment</p> <p>Understand the safety and dangers of equipment</p> <p>Key health and safety information</p>	<p>Safety and familiarisation of equipment (s1)</p> <p>Performing the correct technique (S2)</p> <p>Knowledge and understanding of the benefits of the workout (S3)</p> <p>Cardiovascular endurance training and benefits (S4)</p>	<p>Flexibility</p> <p>Cardiovascular</p> <p>Endurance</p> <p>Agility</p> <p>Muscular</p> <p>Endurance</p> <p>Aerobic exercise</p> <p>Coordination</p> <p>Muscular Strength</p> <p>Body composition</p> <p>Power</p> <p>Reaction Time</p>	<p>Reading the safety sheets</p> <p>Reading the screens on equipment</p> <p>Reading the weight</p>	<p>Time on equipment</p> <p>Time in between workouts</p> <p>Use of stopwatch</p>	<p>Incorrect technique (leading to injuries)</p> <p>Starting off to fast on cardio equipment.</p> <p>Overtraining</p> <p>Not resting enough in between reps.</p>
Netball	<p>Demonstration of correct technique in isolated practices</p> <p>Use of techniques in small sided conditioned games</p> <p>Introduction to rules and regulations</p> <p>Introduction to court markings</p> <p>Key health and safety information</p>	<p>Ball familiarisation and footwork (S1)</p> <p>Passing and receiving (S2)</p> <p>Marking and defending (S3)</p> <p>Outwitting an opponent through dodging (S4)</p> <p>Positioning (S5)</p> <p>Rules and positioning in a competitive game (S6)</p>	<p>Pass</p> <p>Shoot</p> <p>Defend /Mark</p> <p>Footwork</p> <p>Obstruction</p> <p>Contact</p> <p>Third</p> <p>D (shooting circle)</p> <p>Pivot</p> <p>3 seconds</p> <p>Positions</p> <p>Dodge</p> <p>Offside</p> <p>Stand by their side</p> <p>1 metre</p> <p>Centre circle</p> <p>Intercept</p>	<p>Reading of learning as it is shared with the class</p> <p>Class discussion around different techniques</p> <p>Peer teaching opportunities</p>	<p>Correct application of scoring system</p> <p>Timing of games</p> <p>Trajectory of passing and angles of movement</p>	<p>Netball is not only for females</p> <p>Where each position can go</p> <p>Feet have to stay still unless pivoting on one foot</p>
Basketball	<p>Demonstration of correct technique in isolated practices</p> <p>Use of techniques in small</p>	<p>Moving with the ball (dribbling) (S1)</p> <p>Passing and receiving (S2)</p>	<p>Chest pass</p> <p>Bounce pass</p> <p>Shoulder pass</p> <p>Dribble</p>	<p>Reading of learning as it is shared with the class</p>	<p>Correct application of scoring system</p> <p>Timing of games</p>	<p>Bouncing the ball with two hands</p> <p>Slapping the ball when</p>

	<p>sided conditioned games</p> <p>Introduction to rules and regulations</p> <p>Introduction to court markings</p> <p>Key health and safety information</p>	<p>Shooting (Set shot and jump shot) (S3)</p> <p>Lay Ups (S4)</p> <p>Defending (Marking and stealing) (S5)</p> <p>Attacking (S6)</p>	<p>Shoot</p> <p>Lay Up</p> <p>Free throw</p> <p>Defend</p> <p>3 point stance</p> <p>Foul</p> <p>Crossover</p>	<p>Class discussion around different techniques</p> <p>Peer teaching opportunities</p>		<p>dribbling</p> <p>The two step rule</p> <p>Shooting the ball incorrectly</p>
Table Tennis	<p>Demonstration of correct technique in isolated practices</p> <p>Use of techniques in small sided conditioned games</p> <p>Key health and safety information</p>	<p>Serving (S1)</p> <p>Forehand (S2)</p> <p>Backhand (S3)</p> <p>Topspin (S4)</p> <p>Slice (S5)</p> <p>Tactical Play (S6)</p>	<p>Serve</p> <p>Forehand push</p> <p>Backhand push</p> <p>Forehand drive</p> <p>Backhand drive</p> <p>Angle</p> <p>Depth</p> <p>Slice</p> <p>Topspin</p> <p>Tactical</p>	<p>Reading of learning as it is shared with the class</p> <p>Oracy of the key words for the lesson.</p> <p>Class discussion around different techniques</p> <p>Peer teaching opportunities</p>	<p>Scoring when impiring the matches.</p> <p>Timings of games.</p>	<p>Serving straight over the net.</p> <p>Ball bouncing and then serving.</p> <p>Serving in front of the line.</p> <p>Not having a flat palm in preparation for the serve.</p>
Badminton	<p>Demonstration of correct technique in isolated practices</p> <p>Use of techniques in small sided conditioned games</p> <p>Introduction to rules and regulations</p> <p>Introduction to court markings</p> <p>Key health and safety information</p>	<p>Serving (Forehand, backhand and flick) (S1)</p> <p>Tactical understanding (S2)</p> <p>Overhead clear (S3)</p> <p>Underarm clear (S4)</p> <p>Drop shot and net play (S5)</p> <p>Smash (S6)</p>	<p>Ready position</p> <p>Serve</p> <p>Short serve</p> <p>High serve</p> <p>Overhead clear</p> <p>Underarm clear</p> <p>Drop shot</p> <p>Smash</p> <p>Service line</p> <p>Net</p> <p>Shuttlecock</p> <p>Racket</p> <p>Back line</p> <p>Long service line</p> <p>Singles side line</p> <p>Doubles side line</p> <p>Centre line</p> <p>In</p> <p>Out</p>	<p>Reading of learning as it is shared with the class</p> <p>Oracy of the key words for the lesson.</p> <p>Class discussion around different techniques</p> <p>Peer teaching opportunities</p>	<p>Scoring when impiring the matches.</p> <p>Timings of games.</p>	<p>Throwing the shuttle in the air to hit the serve.</p> <p>Letting the shuttle drop too low in the overhead clear.</p> <p>Serving overhead</p>

<p>Hockey</p>	<p>Demonstration of correct technique in isolated practices</p> <p>Use of techniques in small sided conditioned games</p> <p>Introduction to rules and regulations</p> <p>Key health and safety information</p>	<p>Moving with the ball (dribbling) (S1)</p> <p>Passing and receiving (S2)</p> <p>Defending (marking and tackling) (S3)</p> <p>Attacking (S4)</p> <p>Shooting (S5)</p> <p>Set plays / Game play and rules (S6)</p>	<p>Basic Grip Strong Side Reverse Stick Shooting D Penalty Pass Shoot Dribble Defend Jockey Foul Tactics Positioning</p>	<p>Key words and learning for lesson repeated as a class</p> <p>Class discussion on the different techniques, how they are performed and their application</p> <p>Peer assessment</p>	<p>Correct application of scoring system</p> <p>Timings of games.</p>	<p>Being able to use the back side of the stick when dribbling or passing.</p> <p>How the different passing techniques vary, they often use a slap pass technique for a push pass.</p> <p>Don't bend their knees while dribbling.</p>
<p>Gymnastics</p>	<p><u>Individual skills and pair routines.</u></p> <p>Demonstration of correct technique in isolated practices</p> <p>Key health and safety information (especially jumps and rolls)</p> <p>Explanations of the key words</p>	<p>Perform the following skills with good technique, tension &amp; extension, stillness or height.</p> <p>Balance (S2) Flight (S3) Rotation and travel (S4) Sequencing (S5) Choreographic Devices (S6)</p>	<p>Tension, Extension, Balance, Rotation, Travel, Flight Direction, Pathways, Levels, Creativity, Control, Unison, Canon, Flow, Flexibility, Projection.</p>	<p>Reading of learning as it is shared with the class</p> <p>Oracy of the key words for the lesson.</p> <p>Class discussion around different techniques</p> <p>Self and Peer assessment</p>	<p>Timings of held balances.</p> <p>Counting elements of a routine to ensure all skills are included.</p>	<p>Gymnastics is only for girls.</p> <p>Gymnastics is easy or too hard (differentiation of skills).</p> <p>You have to be flexible to be good at gymnastics.</p> <p>Not holding landings still.</p>
<p>Dance</p>	<p><u>Bhangra &amp; Bollywood</u></p> <p>Rhythm, timing and counts.</p> <p>Demonstration of correct technique in motifs or phrases.</p> <p>Explanations of the key words</p> <p>The differences between dancers who perform with confidence and projection and those who don't.</p>	<p>Perform taught dance actions in isolation (S2)</p> <p>Perform actions in time with the music (S3)</p> <p>Perform actions/motifs linked together for an entire dance (S4)</p> <p>Performing in front of an audience (S5)</p> <p>Use choreographic devices in a creative manner. (S6)</p>	<p>Bhangra Bollywood Motif Timing Counts Technique, Extension Energy Formations</p>	<p>Reading of learning as it is shared with the class</p> <p>Oracy of the key words for the lesson.</p> <p>Self and Peer assessment</p>	<p>Timings of the counts - to the music and other dancers.</p> <p>Counting elements of a dance to ensure all moves are included.</p>	<p>Dance is only for girls.</p> <p>You have to be flexible to be good at dance.</p> <p>If I put in very little effort no one will notice me... This ensures you stand out more.</p>

<p><b>Athletics</b></p>	<p>Demonstration of correct technique across a variety of events</p> <p>Key safety considerations involved in events</p> <p>School and world records</p> <p>Introduction to scoring systems</p> <p>Introduction to competition and rules and regulations</p>	<p>Sprint starts and sprinting technique (S1)</p> <p>Relay changeovers (S2)</p> <p>Middle distance running (S3)</p> <p>Long jump (S4)</p> <p>Triple jump (S5)</p> <p>High jump (S6)</p> <p>Shot putt (S7)</p> <p>Javelin (S8)</p>	<p>Sprinting</p> <p>Middle distance</p> <p>Long distance</p> <p>Long jump</p> <p>High jump</p> <p>Triple jump</p> <p>Javelin</p> <p>Shot putt</p> <p>Relay</p>	<p>Reading of learning as it is shared with the class</p> <p>Oracy of the key words for the lesson.</p> <p>Class discussion around different techniques</p> <p>Self and Peer assessment</p>	<p>Measuring of distances</p> <p>Comparisons between efforts to check progress</p> <p>Timing of events</p> <p>Placing in competitions</p>	<p>That triple jump is 'hop, skip, jump'</p> <p>Where to measure from</p> <p>That you throw a shot putt</p>
<p><b>Rounders</b></p>	<p>Demonstration of correct technique in isolated practices</p> <p>Use of techniques in closed practice scenarios</p> <p>Introduction to rules and regulations</p> <p>Key health and safety information</p>	<p>Fielding (catching, throwing and ground fielding) (S1)</p> <p>Batting (S2)</p> <p>Bowling (S3)</p> <p>Fielding (S4)</p> <p>Tactics (S5)</p> <p>Gameplay (S6)</p>	<p>Batting</p> <p>Throwing</p> <p>Fielding</p> <p>Bowling</p> <p>Catching</p> <p>Running</p>	<p>Reading of learning as it is shared with the class</p> <p>Oracy of the key words for the lesson.</p> <p>Class discussion around different techniques</p> <p>Peer teaching opportunities</p> <p>Communication between fielders and batter</p>	<p>Timed innings - use of stopwatch</p> <p>Umpiring counting the rounders scored</p> <p>Trajectory of hitting the ball, working on angles to hit.</p> <p>Throwing trajectory and bowling for effective techniques</p>	<p>Can run inside bases</p> <p>Do not have to stump the ball on the post (students sometimes will just have a body part in contact)</p> <p>Fielding outside of the posts</p> <p>Dropping the bat to run</p> <p>Bowling overhand</p>
<p><b>Cricket</b></p>	<p>Demonstration of correct technique in isolated practices</p> <p>Use of techniques in small sided conditioned games</p> <p>Introduction to rules and regulations</p> <p>Key health and safety</p>	<p>Fielding (catching, throwing and ground fielding) (S1)</p> <p>Batting (front foot shots) (S2)</p> <p>Batting (back foot shots) (S3)</p> <p>Bowling (pace) (S4)</p> <p>Bowling (spin) (S5)</p>	<p>Batting</p> <p>Bowling</p> <p>Fielding</p> <p>Throwing</p> <p>Catching</p> <p>Running</p> <p>Grip</p> <p>Overarm</p> <p>Underarm</p>	<p>Key words and learning for lesson repeated as a class</p> <p>Class discussion on the different techniques, how they are performed and their application</p>	<p>Timed innings - use of stopwatch</p> <p>Umpiring counting the runs scored.</p> <p>Trajectory of hitting the ball, working on angles to hit.</p>	<p>Bowling with a bent arm is legal.</p> <p>Batsmen tap the stumps with their bat while running between the wickets.</p> <p>The ball is allowed to bounce more than twice</p>

	information	Gameplay rules and tactics (S6)		Peer assessment	Throwing trajectory and bowling for effective techniques	when being bowled. That you aren't allowed to hit the ball behind you when batting.
Stoolball	<p>Demonstration of correct technique in isolated practices</p> <p>Use of techniques in small sided conditioned games</p> <p>Introduction to rules and regulations</p> <p>Key health and safety information</p>	<p>Fielding (catching, throwing and ground fielding) (S1)</p> <p>Bowling (S2)</p> <p>Batting (S3)</p> <p>Fielding Tactics (S4)</p> <p>Gameplay Rules (S5)</p> <p>Gameplay Tactics (S6)</p>	<p>Bowl</p> <p>Bat</p> <p>Fielder</p> <p>Backstop / Wicket</p> <p>Keeper</p> <p>Slips</p> <p>Run Out</p> <p>Wicket</p> <p>No Ball</p> <p>Wide</p> <p>Bye</p> <p>Dot Ball</p>	<p>Reading of learning as it is shared with the class</p> <p>Verbally discussing how the field is organised</p> <p>Communication between the batters</p> <p>Class discussion around different techniques</p> <p>Peer teaching opportunities</p>	<p>Correct application of scoring system</p> <p>Timing of games</p> <p>Keeping track of balls bowled in an over</p> <p>Counting the runs scored</p>	<p>The difference between a no ball and a wide</p> <p>When to run and when to wait</p> <p>Which fielder should retrieve the ball</p>