OAIOS Curriculum Map

Key – Physical skills = **RED**, Cognitive skills = **BLUE**

Department/Subject: Physical Education | Year Group: 7

TERM	TO KNOW (KNOWLEDGE)	TO UNDERSTAND (CONCEPTS)	TO BE ABLE TO (SKILLS)	EXTENDED LEARNING OPPORTUNITIES
TERM 6 TOPIC: Cricket	• Technical phases of striking the ball (start, middle, end). • To know the 3 main fielding positions. • Technical phases of bowling in cricket (start, middle, end). • To know rules of cricket and sub-divisions of the game.	• How to outwit your opponent in game situations as to ensure both your own and your teams success. • Application of rules and umpiring in cricket, ensuring that these are relay clearly and effectively to players. • Basic gameplay (overs, positioning, rules in cricket).	• Bowling (technique and adaptations to outwit your opponent). • Standard defensive batting. • Fielding (long barrier, high catch, basic coordination skills such as throwing and catching). Pupils to demonstrate basic skills within lessons and to implement them in game activities. Differentiate activities by progressing basic skills and pupils to select and apply these skills in game situations. Comment on others' technical performance using evaluative tools in order to improve.	• Extra-curricular clubs. • Dartfish for analysis of performance. • Cricket club. • Links with Minster Cricket Club. • Kent Cricket 'Chance to shine' initiative.
TERM 5 TOPIC: Athletics	• Performing at Maximal Levels. • Link running styles and intensities to running events. • Pupils to investigate different throws and link to push, pull and sling techniques based on the throwing object.	• Apply components of fitness to sporting events. • Why different techniques are required for specific throws. • To understand which training method is best suited to particular events. • Why different techniques are required for jumping in different events.	• Running – long and short distance. • Jumping – high jump and long jump. • Throwing – shot, discus and javelin. • Pupils to select and apply running styles based on the type of event. Comment on others' technical performance using evaluative tools in order to improve.	• Extra-curricular clubs. • Training for Sports Day. • Indoor athletics competitions throughout the academic year. • Organising and carrying out Primary School Sports Events. • www.ukathletis.org.uk
TERM 4 TOPIC: Basketball	• The basic rules of the sport. • How coordination, movement, teamplay and positional responsibilities are required for basketball. • To know key terminology that is used within basketball such as offence, defence and fast break.	• How to outwit your opponent. • Application of basic rules (gameplay and officiating). • How you can outwit your opponent within gameplay and how isolated training activities can contribute to general game play. • Basic forms of marking in games such as zonal and man-to-man marking.	• Dribbling (both hands) • Shooting (set-shot) • Pivoting • Passing (bounce and chest) Pupils to demonstrate basic skills within lessons and to implement them in game activities. Differentiate activities by progressing basic skills and pupils to select and apply these skills in game situations. Comment on others' technical performance using evaluative tools in order to improve.	• Extra-curricular clubs. • www.nba.com • www.eba.co.uk • Links with New House Basketball club and coaching within PE lessons. • Officiating responsibilities. • Primary school links.
TERM 3 TOPIC: Health Related Fitness	• Importance of Physical, Mental and Social wellbeing. • Importance of warming up and cooling down. • Different components of fitness.	• How different components of fitness are required for specific sports. • Different training methods. • Importance of living a healthy and active lifestyle. • Training Zones.	To demonstrate: • Aerobic Endurance • Muscular Endurance • Strength • Flexibility • Body Composition • Speed Pupils to demonstrate these components of fitness in a variety of activities showing an understanding of how these can be improved during fitness training.	• Extra-curricular clubs. • www.brianmac.com • Government initiatives such as exercising for 30 minutes 3 times per week. • Link to BTEC and GCSE syllabus to deepen understanding.
TERM 2 TOPIC: Football	• General gameplay. • How teamplay, communication and positional awareness contributes to effective performance. • Regulations within the game such as numbers of players, pitch size, equipment required.	• How you can outwit your opponent within gameplay and how isolated training activities can contribute to general game play. • Application of rules in game situations (during playing and officiating). • Formations and the effect it has on an entire team performance.	• Passing • Shooting • Dribbling • Goalkeeping • Tackling Pupils to demonstrate basic skills within lessons and to implement them in game activities. Differentiate activities by progressing basic skills and pupils to select and apply these skills in game situations. Comment on others' technical performance using evaluative tools in order to improve.	• Extra-curricular clubs. • www.thefa.com • Football clubs outside of school. • Links with Kent Football Association. • Current issues with football in the media and relating this to classroom activities.
TERM 1 TOPIC: Rugby	• General gameplay. • Regulations within the game such as numbers of players, pitch size, equipment required. • How rugby instils discipline and respect for your opponents.	• How you can outwit your opponent within gameplay and how isolated training activities can contribute to general game play. • Basic rules • Gameplay (evasion and support lines).	• Passing • Tackling • Rucking • Scrummaging • Coordination Pupils to demonstrate basic skills within lessons and to implement them in game activities. Differentiate activities by progressing basic skills and pupils to select and apply these skills in game situations. Comment on others' technical performance using evaluative tools in order to improve.	• Extra-curricular clubs. • www.rfu.co.uk • Links with Sheppey Rugby club and coaching within PE lessons. • Officiating responsibilities. • Primary school links.