

Beamont Collegiate Academy Curriculum Map



Year: 7

Subject: PE

Intent	Implementation	Invasion Games	Gymnastic Activities	Fitness	Problem Solving
Clarity around knowledge	Theme / topic	Development of skills and tactic to enable students to outwitting opponent. Knowledge of rules/regulations.	Basic shapes and development of a routine with focus on quality, control and fluency.	Aerobic endurance, what it is, how to improve and measure.	Different types of communication, co-operation and social skills.
	Key substantive knowledge	<p>Skills (Stactic) Short/Long Pass Shooting Marking Tacking/Intercepting Footwork Movement on and off ball</p> <p>Rules Start and re-start of play Scoring Penalty/Free passes/Fouls Offside</p> <p>Tactics Marking 2 v 1 play Give and go</p>	<p>Skills Types of rolls Shapes in gym Individual Balances Pair Balances Working at different heights</p> <p>Quality of performance Extension Body Tension Flow</p> <p>Creativity – designing a short routine</p>	<p>Skills: how to safely use equipment in the fitness are. How to perform exercises safely. The short and long term effects of exercising aerobically. How to measure own levels of fitness and compare to normative data. What aerobic endurance is, why we need it, how to measure and how to improve it.</p>	<p>Verbal and non verbal communication Leadership nominated and appointed Team work Social skills Positive body language Empathy Perseverance</p>
	Disciplinary knowledge	Passing and receiving. Basic defending/attacking skills outnumbering the defence, creation and denial of space. Rule application in modified game and full game when appropriate within the spirit of the game.	<p>Body and Spatial awareness</p> <p>Safe use of apparatus Safe moving/setting up of equipment</p> <p>Working in pairs / teamwork</p> <p>Observing others and delivering effective feedback</p>	<p>Safe use of equipment and mature attitude to exercising.</p> <p>Setting of personal goals based on evaluation of current performance.</p> <p>Recognition of the link between fitness and sports performance.</p>	Development of characteristics of a team worker required for performance in the sporting environment.

Clarity around sequencing	Main links across the curriculum	Invasion game 2 in Y7. Invasion games in Y8 Invasion games in Y9 Officiating invasion games Y10 Competition types within invasion games Y11.	Yr 8 Using gymnastic skills at different heights. Working with a partner to create a sequence	Will develop into more specific personal programme development in Y8.	Progression onto leadership in Y8 and 9 and leadership of as a unit and leadership of own competitions in Y10
	Authentic cross curricular links	Communication Empathy Team work Co-operation Decision Making	Empathy Co-operation Decision making Imagination Respect Resilience	Goal/target setting based on small achievable targets. Science, energy systems, cardiorespiratory respiration. Function of heart and lungs. Effect of exercise	PSHE Social skills Communication skills
Vocabulary	Key words	Accuracy Control Consistency Power Decision Making	Body Tension Extension Sequence / Routine Control	Aerobic endurance Aerobic respiration Transport MSFT FST Fartlek Interval Circuit Continuous Goal setting	Verbal Non verbal Appointed Emergent Empathy Perseverance Team work Body language Eye contact
Assessment	Summative assessment	Performance of static skills Performance of tactics unopposed Performance of skills in modified game Application of rules/tactics within modified/game situation.	Performance of rolls, shapes and balances. Performance of a short gymnastic sequence.	Observation Q&A Fitness performance. Attitude to exercising Improvement Use of normative data	Ability to work as a positive part of a team through observation.
Links to the real world / careers / PD		Development of ability to play sport in full competitive situation and development of characteristics/life skills.	Development of ability to plan, perform and evaluate a practical performance in front of others.	Ability to measure and goal set in the fitness environment	Social skills required in each career .