



CURRICULUM CORE KNOWLEDGE PLAN

SUBJECT: PE

YEAR GROUP: Y7

DATE: 2023-2024

Term and unit	Core knowledge	Core vocabulary	Revisiting prior knowledge	Links to Walney Ways & Employability skills/Careers
Autumn Term 1 – Rugby	- Understand basic rules/regulations/concepts of rugby – e.g. playing the ball, defence move back, 6 tackles, knock-on, high tackle, forward pass - Handling – passing/catching, offloading, different ways of moving the ball - Tackling – low tackle, standing tackle - Evasion – know how to beat defenders, pick gaps, sidestepping, defensive line - Develop decision making and strategies to outwit opponents - Use self and peer assessment to evaluate and enhance performance	Try, knock-on, forward pass, high tackle, play the ball, offside, defensive line, marker, turnover, offload	Tag rugby in primary Invasion games – any sports/games which required evasion/attackers and defenders (tag in primary school?) Watching rugby on TV? Key concepts they already know? Fundamental Movement Skills – catching/throwing - primary	Resilience Communicative Self-motivation Employability skills: Respect, teamwork, leadership, sportsmanship, creativity Career links: Self and peer evaluation = analytical skills – sports analyst. Sport journalist – reporting on what is going on.
Netball	- Basic rules/concepts of netball – positions on the court, layout of the court, requirements and restrictions of each position, footwork, contact - Handling – passing (chest pass, bounce pass, overhead/shoulder) and catching - Movement -know how to evade a defender to receive the ball freely, losing marker, making way down the court effectively, refine footwork so can receive the ball on the move - Shooting – demonstrate correct shooting technique and understanding of where shooting can take place and by whom - Attacking play – tactical play, moving into space, explore concepts of attacking play, identify individual and team strengths and weaknesses	Chest pass, bounce pass, shoulder pass, overhead pass, footwork, dodge, obstruction, held ball, contact, replayed ball, GK, GS, GA, GD, C, WA,WD, centre pass, back line, side line, interception, marking, recovery	Invasion games – concept of attackers and defenders ‘High 5’ netball in primary? Benchball in primary? Fundamental movement skills – catching and throwing Tig? Evasion games Watching Netball? Olympics? World Cup?	Resilience Communicative Self-motivation Career/employability skills: respect, teamwork, organisation, strategical thinking, creativity, problem solving



Autumn Term 1 – Badminton	- Understand basic skills/rules/concepts of badminton - Understand the layout of the court and requirements for both singles and doubles, setting up the courts - Serving – know rules of the serve, underarm serve, forehand, backhand - Movement on the court – footwork, positioning to receive the shuttle, positioning in singles/doubles - Basic stroke play – forehand, backhand, rallying - Develop decision making – how to outwit opponent, making them move, shot selection - Self & peer evaluation. Officiating and scoring own games.	Singles, doubles, shuttlecock, serve, baseline, drop shot, forehand, backhand, rally, service box	Net and wall games in primary Links to fundamental movement skills – striking with racquet, running	Resilience Communicative Self-motivation Respect, teamwork, leadership, sportsmanship, responsibility
Autumn Term 2 – Football	- Understand basic rules/concepts of football – handball, positioning, movement - Passing/controlling – side foot, taking a touch, pass and move, accuracy - Tackling – block tackle, jockeying, marking, 1v1 situations - Dribbling – using both feet, inside and outside of foot, head up, ball close to body - Develop decision making – pass selection, when to pass/shoot/dribble, moving into space, formations, tactics - Self and peer assessment, using evaluation to enhance performance	Corner kick, cross, dribble, foul, free kick, goal kick, handball, header, offside, volley	Football in primary school Invasion games – sports/games that involve attackers and defenders, evading defenders (tig?) Watching football matches on TV – what rules might they know already? Key concepts?	Resilience Communicative Self-motivation Respect, teamwork, sportsmanship, leadership
Autumn Term 2 – Gymnastics and Dance	- To know and demonstrate a range of rolling skills - To know how to combine a variety of rolling, jumping and travelling skills together - To know how to perform a range of individual and paired balances - To know how to evaluate performances and appreciate aesthetics - To combine travel and balance movements into sequences - To know how to use flight effectively and create shapes in the air - To know how to create movements that relate to a theme - To know how to demonstrate a sense of musicality and rhythm (e.g. working on the beat and maintaining a pulse, rhythm and accurate phrasing) - Demonstrate technical skill in basic body actions – turning, gesturing, balance and travelling	Rolling – forwards, backwards, pencil, tucked, straddle, travel, twisting, jumping, canon, unison, levels, sequence, balance, aesthetically pleasing, flight, shape, tuck, pike, straddle, straight, star, control, tension, beat, dynamic, expression, rhythm, choreography, formation, timing, fluency, performance, flow		Resilience Communicative Self-motivation Self-aware Employability skills: Respect, creativity, teamwork, organisation, time-management, self-confidence



Spring Term 1 Health-Related Exercise	• Introduction to HRE, benefits of exercise – social, mental and physical, bleep test – how to carry out, what it measures. • Components of fitness – endurance, balance, speed, strength, flexibility, agility, power, co-ordination, reaction time. Fitness Test Circuit – what each one measures • Circuit training – what muscles are being used at each station, muscles – know basic muscles and when we use them in certain exercises. Principles of Training – how to make things easier/harder when exercising • Barriers to exercise – to know what prevents people exercising and strategies to overcome this. Experience a variety of different exercise strategies (Zumba, boxercise, step-up aerobics, etc.) • High Intensity Training. Heart Rate – what is heart rate, how do we measure it? What happens to our HR when we exercise? • Target Setting – setting goals, challenging, yet achievable. Redoing bleep test to measure progress.	Exercise, benefit, barrier, heart-rate, physical, mental, social, intensity, rep, balance, speed, strength, power, co-ordination, flexibility, reaction time, agility, stamina/endurance	Prior knowledge from primary – healthy lifestyle – diet, lifestyle choices, exercise How to keep fit? What can you do? Why it's important? Positives? Things they may know regarding fitness – Joe Wicks during lockdown? Gyms/fitness classes? Components of fitness – what do you need to be good at a sport (e.g. what would a 100m sprinter need? A: Speed). They should be able to think of some without realising they know them.	Resilience Self-motivation Self-aware Communicative Aspirational Career links – personal training/physiology (physio)/nutritionist/analyst Career skills – effort, teamwork, motivation, target setting,
Spring Term 1 Basketball	• Understand basic rules of basketball – travelling, double dribble, dimensions of court • Ball familiarisation – basic ball handling skills, pass ball around waist, figure of 8 round legs • Passing and receiving – chest pass, bounce pass, shoulder pass. W grip, thumbs behind ball, fingers spread, wrist snap, follow through, pass is flat/fast. Pass and move. • Dribbling – dribbling with both hands, fingers spread, • Shooting – basic set shot, grip, stance, follow through, • Develop decision making to try and outwit opponents during competitive conditioned games • Self and peer assessment to evaluate performance.	Dribble, chest pass, bounce pass, sideline, baseline, foul, travelling, double dribble, lay-up, pivot	Invasion games – football & rugby from previous terms – attackers/defenders, movement into space, evasion, communication Watching basketball on TV – any key concepts? Rules they may already know? Fundamental Movement Skills – catching and throwing	Resilience Communicative Self-motivation Career links – sports leader/coach: leading own warm ups/skill drills.
Spring Term 2 Hockey	• Understand the basic rules of hockey – no back stick, no feet, shooting within 'D', contact rule • Understand the proper grip – left hand at top of stick, right hand halfway down (where grip ends) • Dribbling – can dribble in straight line, showing good control. Can change direction when dribbling.	Dribble, open stick, forehand, grip, back stick, feet, push pass, slap pass, reverse stick, block tackle, stick tackle, close	Invasion games – attackers/defenders, outwitting opponent, evasion, movement into space	Resilience Communicative Self-motivation Self-aware (safety)



	• Passing and receiving – push pass, slap pass, reverse stick passing, open stick stopping • Tackling – block tackle, develop the correct technique for a block tackle, putting pressure on ball carrier/closing down space. • Shooting – push shot, slap shot, develop shooting strategy (i.e. hitting ball into corners • Develop decision making to try and outwit opponents • Self and peer assessment to evaluate performance	down, long corners, short corners, side line, hit out	‘Quick Sticks’ hockey in primary school? Basic rules/concepts from watching hockey being played.	Career links – team working, problem solving, organisation and planning (bringing mouthguard and shin pads weekly)
Spring Term 2 Outdoor Adventurous Activities (Problem Solving and Team Building)	• Country Orienteering – to work effectively as a team, to be able to identify strengths and weaknesses within the team. Assign roles within a team • Communication – understand the importance of effective communication, verbal and non-verbal communication • Problem solving – to know how to work as a team and use strategical thinking to overcome challenges, understand importance of problem solving and how it can link to other sports and everyday life • Orienteering – understand basic concepts of orienteering and learn some basic controls on a map, orienteering symbols and map reading • Develop teambuilding in a competitive scenario, linking to other sports and wider life	Teamwork, orienteering, strength, weakness, Verbal/non-verbal communication, problem solving, challenge, patience, leadership, co-operation, strategy, control, symbols (start, finish, control point), scale, compass, navigation	Teambuilding/problem solving games, outdoor games, orienteering in primary school? Residential trips from primary? Trips to Lake District – outdoor activities done? Teamwork from previous lessons – e.g. HRE – team bleep test, treasure hunt game	Resilience Communicative Curious Self-motivated Wider thinking Career links – leadership, curiosity, teamwork, organisation, outdoor adventure instructor, guide,
Summer Term 1 Athletics	• Discus – basic rules, concepts of the discus, stance, grip, body movement, angle of release, follow through, index finger = last point of contact • Shot put – rules of shot put, clean palm/dirty neck, grip, stance, chin/knee/elbow aligned, pivot, follow through, measuring distance • Long jump – rules of long jump, run up, take off, how to land, jumping for distance technique • 100m, 800m, 300m – basic rules of each discipline, i.e. lane rules, start – how to get better start, running with maximal effort vs. running for distance, pacing, rhythm	Distance, angle, optimum, pivot, momentum, endurance, speed, power	Fundamental Movement Skills developed in primary – running, throwing, jumping Indoor athletics/Sports Days at primary – foam javelin? Coits? Throwing technique from other sports – cricket, rounders? Prior knowledge from watching on TV or spectating? Olympics? Rules/concepts they might already know Prior knowledge from HRE earlier in year – bleep test: pacing yourself	Resilience Ambitious Self-motivation Self-aware – knowing that different people are good at different disciplines Career links – chance to experience different roles: timer, measurer, starter, official. Teamwork, communication Club links – Walney Wind Cheaters, Barrow Striders, Hoad Harriers, etc.



Summer Term 1 Striking and Fielding (cricket)	- Understand basic concept/rules of cricket – batters, bowlers and fielders. Six, four, runs. Over, wicket, wide and no ball. - Basic batting technique – grip, stance, forward drive shot - Catching and throwing – W position, high hands, bringing into body, avoiding ‘crocodile catching’. Basic throw technique – throwing for accuracy, throwing for power, high arm, elbow bent 90 degrees, follow through - Develop decision making within game situations	Bowler, batter, fielder, wickets, over, six, four, wide, no ball, runs	Fundamental Movement Skills – running, catching, throwing What do they already know? Rules? Concepts? Primary school – Kwik Cricket? TV? Prior knowledge from throws in athletics – transferrable skills	Resilience Communicative Self-motivation Career skills: teamwork, communication, problem solving. Working off reciprocal teaching/learning cards-developing organisation, leadership Club links – Barrow Cricket Club, Womens/Girls Cricket (Barrow CC), Vickerstown Cricket Club, Furness Cricket Club
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Striking and fielding (rounders)	- Develop understanding of basic rules of rounders – running round bases, high/low wide, no ball, bowler's/batter's box, rounder/ ½ rounder - Fielding skills – throwing, catching, underarm/overarm throw, ground fielding, long barrier, high catch/reaction catch - Batting skills – demonstrate correct batting technique, sideways stance, transfer weight, hitting into space - Bowling – develop correct underarm bowling technique, step forward with opposite leg to throwing arm, hold ball below hip, release waist height, follow through - Game awareness and tactical development – learn fielding positions, positional strategies (e.g. not having players on 3rd and 4th post), left-hand batters, ball back to bowler, risky running - Self and peer evaluation	Underarm, overarm throw, posts/base, rounder, ½ rounder, batter, bowler, backstop, batting square, bowling square, long barrier, short barrier, backwards hit, batting line, wide, no ball	Rounders in primary school? Striking and fielding in other sports? Cricket or baseball links? Fundamental Movement Skills – catching/throwing/striking Teamwork from previous sports/activities covered	Resilience Self-motivated Communicative Career/employability links: teamwork, organisation, problem solving, umpiring/scoring
Summer Term 2 Athletics	- Javelin – safety aspects, rules/basic concepts of javelin. Technique – grip, stance, release, footwork, follow through - High jump – rules/basic concepts, run up, jumping technique, introduction of Fosbury Flop 200m, 1500m – rules/lane discipline, running technique, pacing self 4x100m relay – changeover, rules of relay	Relay, distance, trajectory, baton, 'Fosbury Flop', pace	Fundamental Movement Skills – primary: throwing, running, jumping Primary school events – Sports Days, School Games events? Relay races? Cross-country? Prior knowledge from previous term – throwing rules (safety)	Resilience Aspirational Self-motivated Self-aware Career links – officiating. Event organiser, Sports Day links Teamwork Communication
Summer Term 2 Tennis	- Understand the basic rules of tennis – court dimensions, singles, doubles - Understand the basic grip and stance for forehand and backhand shots - Forehand – step with opposite leg to hitting arm, transfer of weight, follow through - Backhand – know and develop the correct technique for the backhand shot	Serve, volley, ace, forehand, backhand, let, baseline, singles, doubles, umpire	Tennis from primary? Short tennis? Mini tennis? Prior knowledge of rules/concepts from watching? Wimbledon?	Resilience Self-motivated Communicative Career/employability links: teamwork, problem solving,



	• Serving – know the basic elements of the serve and understand the correct technique for serving • Develop gameplay and tactical awareness – playing competitive games, looking to outwit opponents		Striking from other sports. Net and wall games.	officiating/scoring, decision making
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