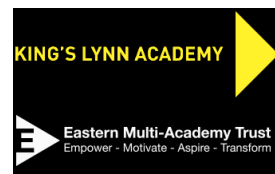


# Implementation: Curriculum Narrative



|                                    |                |                         |
|------------------------------------|----------------|-------------------------|
| <b>Subject: Physical Education</b> | <b>Year: 7</b> | <b>Author: S. Mason</b> |
|------------------------------------|----------------|-------------------------|

|   |  |
|---|--|
| <b>Key Knowledge</b><br><i>Pupils will know</i> | <b>Key Skills</b><br><i>Pupils will be able to</i> |
|---|--|

**Key Threshold Concepts:**

**This model has been carefully chosen for its focus on developing the whole child through a balanced emphasis on cognitive, emotional, and physical learning in PE.**

**This approach provides a clear, structured framework for building essential competencies in three interconnected areas:**

Head – Knowledge, Understanding, Feedback, Responsibility, Analysis, Rules

Heart – Effort, Communication, Respect, Leadership, Resilience, Confidence

Hand – Fitness Levels, Physical ability, Technique, Tactics, Competitive, Problem Solving

**Along side this there will be a theory aspect that will be delivered**

- **Warm up and Cool Downs**
- **Effects of Exercise**
- **Diet and Nutrition**

In Year 7, pupils will build on the physical development and skills learned in Key Stages 1 and 2, becoming more competent, confident, and independent in their techniques. They will apply these skills across a range of sports and physical activities, while developing their understanding of what makes a performance effective. Pupils will learn to evaluate their own work and that of others and apply strategies to improve.

The curriculum is designed around the **Head, Heart, Hand** framework, ensuring pupils develop not only their physical ability, but also their thinking skills and personal attributes:

**The Year 7 curriculum aims to ensure pupils:**

- Develop competence and confidence across a broad range of physical activities
- Engage in sustained periods of physical activity
- Participate in competitive and cooperative sports
- Build the motivation and understanding to lead healthy, active lives both in and out of school

**Subject Specific Knowledge and Sequencing:**

Subject specific knowledge and sequencing

**Term 1: Head** – Knowledge and Understanding **Heart** – Effort and communication **Hands** – Fitness Levels and Physical Ability  
**Activities:** Hockey, Basketball,

**Term 2: Head** – Knowledge and Understanding **Heart** – Effort and communication **Hands** – Fitness Levels and Physical Ability  
**Activities:** Netball, Football

**Term 3: Head** – Feedback and Responsibility **Heart** – Respect and Leadership **Hands** – Technique and Tactics  
**Activities:** Trampolining, Badminton, Rugby, Ultimate Frisbee and Handball

**Prerequisites and Spiral Teaching:**

**Head (Thinking & Knowledge)**

- Understand rules, strategies, and tactics in different sports
- Analyse and evaluate performance in themselves and others

**Heart (Attitude & Character)**

- Demonstrate resilience, effort, and perseverance
- Communicate and work effectively in teams

**Hand (Physical Skills & Application)**

- Develop fitness, technique, and physical control



**Term 4: Head** – Feedback and Responsibility **Heart** – Respect and Leadership **Hands** – Technique and Tactics  
**Activities:** Fitness, Tag Rugby, Trampolining, Badminton

**Term 5: Head** –Analysis and Rules **Heart** – Resilience and Confidence  
**Hands** – Competitive and Problem Solving  
**Activities:** Athletics and Pickleball

**Term 6: Head** –Analysis and Rules **Heart** – Resilience and Confidence  
**Hands** – Competitive and Problem Solving  
**Activities:** Rounders and Cricket

- Apply skills and tactics in a range of activities

#### Cross-Curricular Knowledge Links:

- **Citizenship** – Communication skills/ Teamwork/ promoting positive relationships
- **English** – Speaking and listening skills.
- **Maths** – Numeracy relating to numbers, plotting graphs and assessing and analysing data.
- **Social justice** – Equal opportunities, inclusiveness, recognising and removing barriers

#### Reading Lists / Sources / Reading around the subject recommendations:

- [www.bbc sport.co.uk](http://www.bbc sport.co.uk)
- [www.ocr.co.uk](http://www.ocr.co.uk)
- Reading rule books and sports reports in newspapers and magazines.
- Sports journals
- Sports Books in school library