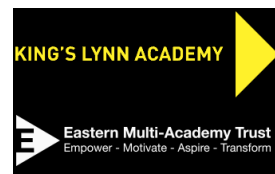


Implementation: Curriculum Narrative



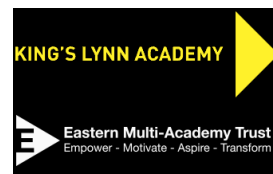
Subject: Physical Education	Year: 7	Author: L. Tea, updated S. Lee
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Key Knowledge <i>Pupils will know</i>	Key Skills <i>Pupils will be able to</i>
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<p style="text-align: center;">Key Threshold Concepts:</p> <ul style="list-style-type: none"> Health and well-being – Reasons why we take part in exercise – Physical, Mental & Social benefits. Health and well-being - Understand the stages of a warm up and cool down. Health and well-being – Know which nutrients are present in food. Understand what macro-nutrients and micro-nutrients are. Understand the need for health proportions of these for a balanced diet. Understanding the body – (Identify major lower body bones and muscles of the body and their location. Skeletal System: vertebral column, ribs, pelvis, femur, fibula, tibia, tarsals, metatarsals, phalanges. Understanding the body – To know the names of major lower muscles in the human body and their role within exercise. gluteus Maximus, quadriceps, hamstrings, gastrocnemius, tibialis anterior. Personal Challenge – Understand the components of fitness and how they are used within sport. 	<p style="text-align: center;">Subject Skills:</p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others’ work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <ul style="list-style-type: none"> Health and Well-being Understanding the body Personal Challenge
	<p style="text-align: center;">Concept Curriculum</p> <p>A Concept curriculum is an approach to curriculum design that incorporates “big ideas” that span multiple subject areas or disciplines.</p> <p>Year 7 Concept: Exploring Physical Literacy</p> <ul style="list-style-type: none"> Movement Competence Confidence Knowledge and Understanding Motivation

<p style="text-align: center;">Subject Specific Knowledge and Sequencing:</p> <p>Subject specific knowledge and sequencing</p> <p>Term 1: Health and Well-being (Such as; Basketball, Flag, Football, Spikeball, Netball, Rugby, Dodgeball, Dance, Gymnastics)</p> <p>Topic: Reasons for taking part</p> <p>Topic: Physical, mental and social reasons for taking part in sport and exercise</p> <p>Key Concepts: Health and Well-being</p> <p>Key Knowledge: Reasons why we take part in exercise – Physical, mental & social. Lifestyle factors that impact on sporting performance. Health, fitness, exercise performance.</p>

<p style="text-align: center;">Prerequisites and Spiral Teaching:</p> <p>Each year 7 student will have a different experience of physical education from their primary school. This could vary from team games to individual activities like gymnastics and tennis</p> <p>Students will have developed basic motor skills.</p> <p>In term 1 students will build on their motor skills alongside social skills.</p>



Term 2: Moving Safely (Such as; Basketball, Flag, Football, Spikeball, Netball, Rugby, Dodgeball, Dance, Gymnastics)

Topic: Stages of a Warm-up and cool-down.

Key Concepts: Health and Well-being

Key Knowledge: To names the different stages of a warm up and cool down

Term 3: Components of fitness (Badminton, Gymnastics, Fitness, Hockey, Rugby)

Topic: Components of fitness

Key Concepts: Personal Challenge

Key Knowledge: Name the components of fitness:

Cardiovascular endurance, muscular endurance, muscular strength, body composition, flexibility, Speed, power, reaction time, balance, co-ordination, agility.

Term 4: Nutrition (Badminton, Gymnastics, Fitness, Hockey, Rugby)

Topic: Nutrients

Key Concepts: Health and well-being

Key Knowledge: Know the difference between Macro-Micro nutrients. Name the 7 difference categories.

Term 5: Skeletal System. (Tennis, cricket, rounders, athletics, softball)

Topic: Lower body major bones.

Key Concepts: Understanding the human body.

Key Knowledge: Pelvis, femur, fibula, tibia, tarsals, metatarsals, phalanges.

Term 6: Muscular System! (Tennis, cricket, rounders, athletics, softball, Olympic tournament)

Topic: Lower body major muscles

Key Concepts: Understanding the human body.

Key Knowledge: Gluteus Maximus, quadriceps, hamstrings, gastrocnemius, tibialis anterior.

Cross-Curricular Knowledge Links:

- **Citizenship** – Communication skills/ Teamwork/ promoting positive relationships
- **Science**– Effects of exercise on the body systems/ Muscles.
- **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
- www.skysports.co.uk
- www.ocr.co.uk
- Reading rule books and sports reports in newspapers and magazines.
- Sports journals
- Sports Books in school library