

Physical Education
YEAR 7 CURRICULUM INFORMATION

'Building knowledge, understanding, memory and performance.'

What will students be learning?	Spring 1			Spring 1		
	Girls: Dance			Girls: Handball		
	To know (Building new knowledge)	To understand (Y7 – verbalise)	To be able to do (Performance)	To know (Building new knowledge)	To understand (Y7 – verbalise)	To be able to do (Performance)
	<ul style="list-style-type: none"> •Students will know the nine performance technical skills in dance. •Students know the different actions used in dance and can recall these from professional works (jumps, turns, travel, gestures and stillness) •Students know how to use space and different dynamics in dance. •Students know the need for the use of relationships within dance. <p>Students know how to create small motif/</p>	<ul style="list-style-type: none"> •Students should be able to verbalise how to apply the nine performance skills in dance. •Students should be able to verbalise the different actions used in dance to choreograph sequences of movement. •Students should be able to verbally explain the use of space. •Students should be able to verbally explain the different dynamics that can be added to movement. 	<ul style="list-style-type: none"> •To use a variety of performance skills in their routine. •Apply different actions to create a new routine in group work. •Use different aspects of SPACE within their dance, e.g., levels, different pathways. •Incorporate different dynamics to original movement to change a motif. •Apply relationships effectively in dance, e.g., meet and part, act and react. 	<ul style="list-style-type: none"> • The correct techniques for gripping, one armed throw, catching and dribbling. • How to effectively use a basic interception technique. • How to shoot at goal including the rules for doing so. • How to achieve elevation during a shot or pass using power. • What is a fast break. • Options for extended breaks. • Basic rules for tracking back within transitions. 	<ul style="list-style-type: none"> • Verbalise to a partner the correct basic techniques of gripping throwing, catching, and dribbling. • Verbally coach a partner during interception tasks. • Outline the best angles and heights to shoot at goal. • Verbalise how power is created in a jump shot or pass. • How to perform a fast break and the positioning best for these. • Verbalise ideas and discuss options for extended breaks. 	<ul style="list-style-type: none"> • Grip the ball in one hand effectively. • Effectively throw one handed and combine whilst on the move. • Pass under pressure. • Catch securely. • Dribble the ball under control. • Intercept the ball using a basic technique. • Shoot towards the goal utilising different angles. • Perform a jump shot/pass. • Perform a drive shot. • Practise a fast break and transition between attack and defence in conditioned games. • Devise different methods of extended breaks.

sequences in small groups.	Students should be able to verbalise how to start and finish a dance piece				<ul style="list-style-type: none"> • Apply basic rules for tracking back within transitions.
How will students be assessed?	<p>Alongside the levels identified on the assessment grid teachers will consider the following when assessing students:</p> <ul style="list-style-type: none"> • Questioning • Group discussions • Leadership skills • Students' ability to apply new concepts when choreographing their dance piece • Problem solving approaches when amending their dance using new concepts. • The application of movement into a routine 		<p>Students will be formatively assessed throughout various skills and techniques. This allows for live feedback for each student, reinforcing techniques and opportunity for reflection before final application opportunities.</p> <ul style="list-style-type: none"> • Foundation skills/knowledge – assessed through live verbal and visual feedback and the assessment of application. • Declarative knowledge - the key information that students require will be assessed through questioning, verbal discussions, and leadership opportunities. • Procedural knowledge - will be assessed through data, essentially how fast, far, and long are the performances. <p>Opportunities for further assessment strategies will be built into lesson time covering elements of verbal contributions/team work/leadership/students ability to apply new concepts/problem solving/the application of rules of the game, during drills and during performer, either as an performer or coach.</p>		
Literacy – What keywords will be taught?	<ul style="list-style-type: none"> • Posture • Alignment • Flexibility • Strength • Stamina • co-ordination • balance • mobility • core control 		<ul style="list-style-type: none"> • Gripping • Throw & catch • Dribble • Intercepting • Pressure • Power • Shooting • Jump shots • Drive shots • Fast breaks 		

	<ul style="list-style-type: none"> • choreography • movement • motif • SPACE • Directions • Pathways • Dynamics • Relationships • Levels • size and shape of movement • formations • actions • jump • turn • gesture • travel and stillness/balance. 	<ul style="list-style-type: none"> • Transitions • Attack & defence • Extended break • Track back
What employability skills are being developed?	<ul style="list-style-type: none"> • Perseverance • Self-motivation • Competitiveness • Communication • Teamwork • Creativity 	<ul style="list-style-type: none"> • Perseverance • Self-motivation • Competitiveness • Communication • Observation skills • Officiating and leadership opportunities • Performance analyst opportunities • Verbalising and feedback opportunities
Wider Curriculum Links?	<ul style="list-style-type: none"> • Maths – data • Biology – effects of exercise on the body. • Physics – Lifting 	<ul style="list-style-type: none"> • Biology – effects of exercise on the body. • Food Technology – link between diet and exercise.
		How to play and learning different skills -

<p>What useful websites are there for this topic?</p>	<p>Dance in Schools Support, advocacy and training for dance educators (onedanceuk.org)</p> <p>https://www.dancetoschool.com/</p>	<p>https://olympics.com/en/news/handball-game-rules-regulations-how-to-play</p> <p>https://www.youtube.com/watch?v=69Ap8WsenXc</p> <p>https://www.thesubath.com/handball/whatishandball/</p> <p>https://www.youtube.com/watch?v=7wsgis2DK1E</p> <p>https://www.youtube.com/watch?v=_ImxiM-lz9A</p>
<p>What wider reading could be done for this topic?</p>	<p>New terminology</p> <ul style="list-style-type: none"> • PowerPoint slides showing definitions for new vocabulary • PowerPoint slides displaying word banks to help create movement • Videos to explain new terminology • Class discussions • Group discussions • The opportunities to verbalise and share new concepts/ideas within a small group • Think pair share idea's • Question and answer opportunities. 	<p>https://www.ihf.info/</p> <p>https://englandhandball.com/play/</p>
<p>Community Links</p> <p>What else can students be doing independently to develop</p>	<p>Extra-curricular</p> <p>Students have access to an extra-curricular club with once per week.</p> <p>Opportunities to take part in the school dance evening.</p> <p>House activities</p> <p>Students can audition to take part in the annual arts festival, Eisteddfod.</p>	<p>Community</p> <p>Sutton Coldfield has access to a league of teams. Links with regional county academies are signposted and summer schools/holiday camp opportunities shared with students.</p> <p>Access to competition</p> <p>Students have access to handball opportunities within lessons throughout Year 7-11, specifically through the GCSE PE course.</p>

their
understanding
of this topic?

Community

There are many local dance schools for students to attend and develop their knowledge further. These clubs offer various styles for all ages on different evenings and weekends. Most dance schools also offer holiday camps which students can attend.

Opportunities to represent the school and play in the Sutton Schools' league is in December and January. If successful teams proceed to regional and national rounds beyond this.