



CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 7

SUBJECT	PE
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Year Group	YEAR 7					
Rationale/ Narrative	Students will acquire and/or develop skills in isolation, conditioned practices and competitive situations in a range of physical activities. As leaders and independent learner they will understand fair play/ team work, warm-up activities and how to re-shape tasks to suit their ability level. They will also acquire and develop new knowledge of the basic rules and methods of scoring in a variety of physical activities. It is aimed to introduce and inspire students to experience a range of sports and hopefully take up one or more physical activities as an enrichment or local community activity.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Cosmic and Invasion Games and Gymnastic Activities. A range of techniques and understanding in a range of different physical activities Football Warm-up and stretching Passing		Table Tennis- Correct forehand (FH) and Backhand (BH) grip and service rules. Short and long FH serve. FH and BH push shots Forehand drive. Forehand chop.		Athletics Running technique Pacing High and Long Jumping technique Shot Putt throwing technique. Striking and fielding - Cricket and Rounders Introduction to the safety and equipment.	



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	<p>Ball control Dribbling Shooting Heading</p> <p><u>Netball</u> Warm-up and stretching Grip and Passing Footwork Spatial Awareness Shooting Marking</p> <p><u>Rugby</u> Warm-up and stretching. Grip and Passing Evasion/ running with the ball. Tackling Presentation of the ball after tackle.</p> <p><u>Trampoline</u> Safety, warm-up and stretching. Bouncing with control and stopping. Basic shapes (tuck, pike, straddle, star). Seat drop invading and twist progressions. Half and full twist turns. Front drop landing.</p>	<p><u>Handball</u> Introduce passing linking and transferring skills from netball and basketball. Dribbling Shooting will be developed through small sided games and conditional situations. Learn to use basic tactics for defending and attacking. Outwitting and opponent through small sided games and conditional situations.</p> <p><u>Basketball</u> Passing Handling and dribbling. Shooting Shield the ball Defensive stance and marking. Understand basic rules of travelling, double dribble, fouling and court markings.</p> <p><u>Fitness –</u> Basic fitness activities and develop basic skills. Sustained running, jumping and other fitness skills. Understanding that different activities demand different components of fitness. Should be able to describe the elements of an effective technique in a circuit.</p>	<p>They will investigate: Rules and tactics. Effective batting. Bowling Fielding (Long barrier, retrieval). Base/ wicket throwing and catching. Base/ wicket running.</p>
SKILLS	<p>Performer will demonstrate skills with control in isolation, conditioned and competitive practice situations. Officiating skills will have the knowledge of the basic rules and methods of scoring. Leadership skills on fair play/ team work and warm-up activities.</p>	<p>Performer - Students link skills, techniques and apply them accurately and appropriately. When performing they show precision, control and fluency. They understand tactics and compare and comment on skills used in their own and others' work to improve</p>	<p>Performer- acquire and develop basic skills in specific athletic events. Official – starting a race, measure a distance, record race times. Leader- provide positive feedback to improve their partner's technique. Social skills</p>



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	<p>Social skills. Communication skills.</p>		<p>performance. They describe how exercise affects their bodies. Apply skills into conditioned competitive situations using 5v1, 4v1 and 3v1. Official – identify specific rules to the activity. Leader - take a section of a 3 part warm up. Social skills Communication skills.</p>		<p>Communication skills</p>	
<p>ASSESSMENTS</p>	<p>Practical Performance Assessment Activity 1 or 2 (depending on rotation order) Boys: Activity 1: Football - developing dribbling, passing, shooting, ball control Activity 2: Rugby - developing grip, evading, passing and tackling. Girls: Activity 1: Netball- developing spatial awareness, passing, shooting, defending. Activity 2: Trampoline- safety, control, stopping, shapes, seat drop landing, twists, front drop landing, 5-10 bounce sequence.</p>	<p>Practical Assessment Activity 3 or 4 (depending on rotation order) Boys: Activity 3: Basketball - developing dribbling, passing, shooting, lay-ups. Activity 4: Handball- developing travel, passing, shooting, defensive stance. Girls: Activity 3: Rugby- developing grip, evading, passing and tackling Activity 4: Fitness- developing knowledge and understanding of continuous, circuit, interval and fartlek training methods.</p>	<p>Practical Assessment Activity 5 or 6 (depending on rotation order) Boys: Activity 5: Table Tennis - developing grip and control, serve and rules, forehand drive, backhand driving. Activity 6: Fitness- developing knowledge and understanding of continuous, circuit, interval and fartlek training methods. Girls: Activity 5: Football- developing dribbling, passing, shooting, ball control. Activity 6: Basketball- developing dribbling,</p>	<p>Practical Assessment Activity 7 Boys: Activity 7: Badminton- developing grip and control, high and low serve, overhead clear, drop shot, smash Girls: Activity 7: Aerobics- developing knowledge, technique, timing, developing routines. Written Progress Test on influences which affect participation in physical activity and different body types.</p>	<p>Practical Assessment Activity 8 or 9 Boys: Activity 5: Cricket- developing knowledge of rules, throwing and catching techniques, bowling, batting, long barrier, retrieving a ball. Activity 6: Athletics (Track Events)- 800m pacing, relay change over, hurdling, sprint start and running technique. Girls: Activity 5: Athletics (Field Events)- developing Fosbury flop high jump, long jump run-up, take-off and landing, Shot Putt throw.</p>	<p>Practical Assessment Activity 10 Boys: Activity 10: Athletics (Field Events)- developing Fosbury flop high jump, long jump run-up, take-off and landing, Shot Putt throw. Girls Activity 10: Athletics (Track Events)- 800m pacing, relay change over, hurdling, sprint start and running technique. Summer Progress Test Assessment on GCSE Theory- developing knowledge and understanding of components of health</p>



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		<p>Autumn Progress Test on the benefits of participating in physical activity and what is a healthy balanced diet and what does it consist of.</p>	<p>passing, shooting, lay-ups.</p>		<p>Activity 6: Rounders- developing knowledge of rules, throwing and catching techniques, bowling, batting, long barrier, retrieving a ball</p> <p>Additional Assessment Autumn 1 Online Home Learning Task 3 Topic Test on influences which affect participation in physical activity.</p>	<p>and skill-related fitness, training methods, healthy active lifestyles and influences on participation.</p>
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