



# Year 7 PE – Progress Map



Curriculum Area	HAND	HEAD		HEART
	Skill development	Analysis	Tactics & composition	Personal Characteristics
Invasion Games  (Netball, Football, Basketball, Rugby, Hockey)	Perform basic skills with consistency and some control. E.g. passing, dribbling, footwork & tackling.  To apply basic skills into a competitive situation  Identify and perform different means of getting free from an opponent.  To be able to warm up appropriately	EVALUATING & IMPROVING	To know and understand the different positions and roles  To know and apply 3 basic rules of a game.  To have a good understanding of the basic tactics, and to be able to apply these into conditioned games	LC1 Teamwork  LC2 Motivation  LC3 Respect
Net & Wall  (Badminton & tennis)	Perform basic skills with consistency and some control.  (Badminton) Understand 2 correct serving techniques and to apply into a game situation.  Understand 2 different shots and to apply into a conditioned game situation  To perform a rally with a partner, demonstrating control, consistency and accuracy.  Identify how to hit the shuttle / ball into space with control.		To know how to safely and correctly set up / take down the badminton equipment  To know and apply the basic rules into a game – how to score and the lines on the court.	LC4 Resilience  Leadership throughout

Gym & Dance	<p>To perform basic gymnastics movements such as rolls, balances and cartwheels with control.</p> <p>To understand how to hold their weight on their hands and to perform basic balances with some stability.</p> <p>To know a range of partner and group balances and to perform with control and confidence.</p> <p>To use a range of linking actions and movements to create a routine with some fluency.</p> <p>To be able to warm up and cool down appropriately for gymnastics, working on flexibility and mobility.</p> <p>Perform basic movements and actions in the correct style of dance.</p> <p>Perform movements with control and some fluency.</p>		<p>To develop choreography skills in order to combine basic gymnastic skills, actions and movements.</p> <p>To understand and apply safe use of equipment and to know how to get it out and put it away appropriately</p> <p>To transfer their skills from the floor to basic equipment such as wall bars and beams.</p> <p>To know a range of different formations and levels, and to apply into a motif</p> <p>To understand the different relationships (eg side to side, back to front) and to apply into a motif.</p> <p>To know the difference between cannon and unison, and to understand the importance of timing in dance.</p> <p>To perform and apply a range of different choreographic devices into a motif.</p>	
Fitness & Athletics	<p>To perform the basic skills in an event with some success and control. Running – sprint start, pacing, change over. Jumping – take off and landing Throwing – static throws (100m, relay, middle distance, shot, javelin, HJ, LJ)</p> <p>To apply the skills into competitive situations.</p> <p>To be able to warm up and cool down appropriately for athletics.</p>		<p>To understand and apply safe use of equipment such as throwing equipment or high jump.</p> <p>To know how to measure or time in athletics and to record results.</p> <p><u>Warm up</u> Reasons <u>Heart Rates</u> Resting &amp; Working Heart Rate <u>Short Term Effects</u> Increase HR (why) &amp; Increase BR (why) <u>Long Term Effects</u> Lower RHR &amp; Oxygen delivery</p>	

Striking & Fielding  (Cricket & rounders)	Perform basic skills with consistency and some control.  To perform an accurate overarm and underarm throw and apply with some accuracy as a fielder in a game situation.  To be able to hit the ball with consistency and the correct technique, and some power.  To understand and perform the bowling technique with some success and accuracy.		To know and understand the different positions and roles within cricket / rounders.  To know and apply 3 basic rules of a game.	
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**ASSESSMENT:**

Lesson 1 – core task (starting point)

Lesson 8 / 9 – core task

Q & A

Retrieval & recall

Team discussions

Peer evaluations

Teacher observations

ATOL