Curriculum Summary Document

Year 7 – *Physical Education*

Building on Fundamental movement skills and core skill acquisition

Module/Unit of Learning	Taught During	What will students learn?	How does this help to build a broad and strong foundation?	Links to other Subjects
Invasion Games and Team Sports	Cycle 1	Develop fundamental movement skills including running, stopping, changing direction, balance and spatial awareness. Begin to acquire core ball skills such as passing, catching, carrying and controlling the ball, alongside simple attacking and defending principles in netball, rugby and tag rugby.	Establishes the movement control and basic object-control skills needed to participate confidently in a wide range of team activities. Introduces simple decision-making, awareness of others and safe movement in shared spaces.	**English-** develop communication skills by listening to instructions, using sporting terminology, communicating with teammates. **Maths-** apply numeracy through scoring, measuring distances, timing activities, counting repetitions, recognising patterns of movement and understanding space, angles and positioning. **Science-** Students explore how the body moves and responds to exercise, including the role of muscles, bones, joints, heart rate, breathing, coordination and balance. **Life**- Students develop teamwork, cooperation, respect, resilience, confidence, leadership and sportsmanship. They learn the importance of inclusion, fair play, following rules and managing success and setbacks.
Net/ wall	Cycle 1	Develop hand–eye coordination, tracking, timing and control in badminton. Practise ready position, balance, movement to the shuttle, grip, serving and directing shots into space.	Builds coordination, reaction, balance and accuracy, while helping students connect movement with object control. These transferable skills support learning in many physical activities and sports.	
Invasion Games and Team Sports	Cycle 2	Refine running, dodging, turning, stopping and changing pace. Improve passing, receiving, dribbling and control while moving, and begin applying these skills under pressure. Develop basic attacking, defending, positioning and decision-making in football.	Builds on Cycle 1 by combining movement and core skills in more challenging situations. Students learn to select and apply skills, find space, respond to opponents and work effectively with others.	
Fitness	Cycle 2	Explore basic fitness components such as stamina, strength, speed, flexibility, balance and coordination using the Black Box Gym. Practise fitness challenges, recognise effort and learn how to use equipment safely, with suitable warm-ups, cool-downs and awareness of personal space and instructions.	Develops the physical capacity and movement confidence needed for participation across the PE curriculum. Introduces safe exercise habits, personal effort, self-monitoring and awareness of how activity supports health and wellbeing.	

Striking and Fielding	Cycle 3	Develop tracking, hand–eye coordination, striking, catching, throwing and retrieving skills through cricket or rounders. Practise balance, timing and moving into position, alongside basic awareness of space, roles and simple tactics.	Strengthens object-control skills and the ability to coordinate movement with timing and accuracy. Students learn to adapt movement to a task, make simple decisions and take responsibility for different roles.	**Life Skills and Careers**- Students build transferable skills such as communication, problem-solving, decision-making, organisation, independence and leadership, which are valuable in everyday life and future employment.
Invasion Games and Team Sports	Cycle 3	Consolidate and refine core movement and object-control skills, including changing direction, passing, receiving, dribbling and shooting. Apply these skills in increasingly demanding basketball activities, using space, positioning and simple team tactics.	Revisits and develops learning from earlier cycles so students can perform skills with greater consistency and make more effective decisions through a different invasion game. Encourages transfer of core skills between activities, as well as teamwork and independence.	
Athletics	Cycle 4	Develop fundamental locomotor skills through running, jumping and throwing activities. Explore rhythm, take-off and landing, pacing, coordination and safe technique, and begin measuring and recording personal performances.	Reinforces fundamental movement patterns and helps students develop control, power, speed, balance and spatial awareness. Measuring progress encourages personal improvement and confidence across different physical challenges.	
Striking and Fielding	Cycle 4	Develop striking, throwing, catching and fielding through softball or cricket, focusing on consistency, accuracy, movement into position and decision-making. Apply core skills in small-sided activities and reflect on performance and improvement.	Provides opportunities to revisit and secure previously learned skills, improving confidence, consistency and independence. Students practise transferring movement and coordination skills into game situations and working cooperatively.	