

## Year 7 Girls Topics

In year 7 we teach the following modules over the course of the year. Each module draws on prior learning from KS2 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
Football	To introduce and develop the basic skills of football in a supportive and inclusive environment. This builds on KS2 fundamental movement and ball skills, preparing students for more complex gameplay in Year 8 and beyond.	1. Ball control basics To know that using different foot surfaces affects ball control. To know that balance and low centre of gravity aid control. To know how use various foot surfaces to manipulate the ball. To know how position the body to stay balanced when controlling.	Control, Touch, Balance, Sole, Inside/Outside foot	- Develop foot-eye coordination and fundamental movement skills - Build confidence with the ball in inclusive, supportive settings - Strengthen resilience by developing weaker foot and trying new skills - Foster creativity through dribbling and 1v1 attacking play - Apply ball mastery skills in small-sided games with growing independence - Develop awareness of when to dribble vs pass, encouraging decision-making
		2. Dribbling & changing direction To know that close touches give greater ball security. To know that changing direction creates space away from defenders. To know how to dribble with controlled touches at slow speed. To know how to change direction using inside/outside cuts.	Dribble, Change of direction, Close control, Space	
		3. Two-footed dribbling & shielding To know that using both feet prevents predictability. To know that shielding keeps the ball safe under pressure. To know how to dribble with both dominant and weaker foot. To know how to use arms and body to protect the ball.	Weak foot, Shielding, Body position, Pressure	
		4. Dribbling at speed To know that pushing the ball slightly ahead allows faster movement. To know that scanning helps avoid defenders. To know how to dribble at pace without losing control. To know how to look up while moving to scan space.	Acceleration, Awareness, Scanning, Pace	
		5. Attacking 1v1 To know that feints and sudden changes of pace unbalance defenders. To know that successful 1v1 play creates scoring opportunities.	Feint, Step-over, 1v1, Body swerve	

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		<p>To know how to attempt a simple feint (step-over/body swerve).</p> <p>To know how to accelerate past a defender after a move.</p>		
		<p>6. Dribbling in small sided games</p> <p>To know that Dribbling can create or destroy attacking opportunities.</p> <p>To know that Passing may sometimes be a better option.</p> <p>To know how to Decide when to dribble vs when to pass.</p> <p>To know how to Apply dribbling skills in small-sided games.</p>	Decision-making, Transition, Small-sided game, Attacking opportunity	
Dance	To introduce students to dance as a creative and expressive art form. This scheme builds on KS2 movement and performance skills, encouraging creativity, teamwork, and confidence. Students explore stimulus, choreographic devices, and performance elements, preparing them for gymnastics in Year 8 and beyond.	<p>1. Discovering stimulus</p> <p>To know that a stimulus is a starting point for dance ideas.</p> <p>To know that movement can be inspired by visual, auditory, or text-based stimulus.</p> <p>To know how to interpret a simple stimulus into movement.</p> <p>To know how to generate creative movement ideas individually and part of a group.</p>	Stimulus, Choreography, Interpretation, Improvisation	<ul style="list-style-type: none"> <li>- Develop creativity and self-expression through choreography</li> <li>- Strengthen confidence in performance</li> <li>- Build communication and teamwork when working in duos/groups</li> <li>- Develop resilience by refining and rehearsing motifs</li> <li>- Apply choreographic devices (stimulus, motif, unison, canon, formations) to create meaningful performance</li> <li>- Recognise and value the contribution of every dancer in an ensemble</li> </ul>
		<p>2. Developing a motif</p> <p>To know that a motif is a short sequence of movement.</p> <p>To know that motifs communicate ideas/themes.</p> <p>To know how to create a short motif from a stimulus.</p> <p>To know how to repeat and refine a motif for clarity.</p>	Motif, Sequence, Choreographic device, Theme	
		<p>3. Facing in duo</p> <p>To know that working with a partner develops relationships in dance.</p> <p>To know that facing towards/away from a partner creates meaning.</p> <p>To know how to perform a motif with a partner using different facings.</p> <p>To know how to communicate relationships through dance.</p>	Relationship, Facing, Mirroring, Contrast	

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		<p>4. Exploring levels and choreographic devices To know that dance can be performed at high, medium, or low levels. To know that unison and canon are choreographic devices used to develop motifs To know how to adapt motifs using different levels. To know how to perform motifs in unison and canon to create variety.</p>	Levels, Dynamics, Unison, Canon	
		<p>5. Formations To know that group formations (circle, line, diagonal) influence audience impact. To know that spacing creates visual interest. To know how to perform motifs in different formations. To know how to transition between formations smoothly.</p>	Formations, Transition, Spacing, Pathways	
		<p>6. Performance To know that performance requires projection, focus, and timing. To know that rehearsals improve clarity and confidence. To know how to perform a group dance with projection and focus. To know how to give and respond to peer feedback for improvement.</p>	Performance, Projection, Focus, Rehearsal	
Rugby	To introduce rugby in a safe, inclusive way by focusing on fundamental skills: handling, movement, and evasion. Students learn to run forward, pass (including backwards), and develop spatial awareness	<p>1. Introduction to ball handling To know that passing should be made to a teammate in space. To know that running forward creates attacking opportunities. To know how to carry the ball correctly in two hands. To know how to pass accurately over short distances.</p>	Handling, Pass, Carry, Support	<ul style="list-style-type: none"> <li>- Develop basic ball handling and carrying</li> <li>- Build confidence with backward passing</li> <li>- Strengthen agility, evasion, and spatial awareness</li> </ul>
		<p>2. Intro passing and receiving (2 v 1) - Passing backwards To know that passes in rugby must travel backwards.</p>	Backwards pass, Support, Line	

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	through two-hand touch activities. This builds confidence and prepares them for more tactical and game-based learning in Year 8.	<p>To know that support runners must move behind the ball carrier.</p> <p>To know how to pass the ball backwards using correct technique (pop pass and spin pass)</p> <p>To know how to move into a supporting position after passing.</p> <p>To know how to draw a defender before releasing the ball to create space for others.</p>		<ul style="list-style-type: none"> <li>- Encourage teamwork and inclusion through two-hand touch games</li> <li>- Apply skills in safe, simplified games</li> <li>- Recognise and value every player's contribution</li> </ul>
		<p>3. Evasion skills (3v1, 3v2, 3v3)</p> <p>To know that evasion creates attacking opportunities.</p> <p>To know that side steps, swerves and change of pace can beat defenders.</p> <p>To know how to scan for teammates before deciding when and where to pass.</p> <p>To know that passing too early or too late reduces attacking options.</p>	Evasion, Swerve, Side step, Space	
		<p>4. Passing / use of width</p> <p>To know that passing before contact maintains possession.</p> <p>To know that passing and evasion work together to outwit defenders.</p> <p>To know how to pass to teammates while evading defenders.</p> <p>To know how to time passes to maintain attacking flow.</p>	Timing, Flow, Possession, Attack	
		<p>5. Small-sided games</p> <p>To know that games develop understanding of space and support.</p> <p>To know that two-hand touch rules ensure safety and continuity.</p> <p>To know how to apply passing and evasion in game contexts.</p> <p>To know how to play within simplified two-hand touch rugby rules (2 hand tag, ball placed on ground and rolled backwards, may pass before being tackled, offside)</p>	Two-hand touch, Turnover, Continuity, Rules	

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		<p>6. Competitive games – touch rugby:            To know that in touch rugby, a ‘touch’ replaces a tackle. To know that the ball must always be passed sideways or backwards. To know that after a touch, the ball is played from the ground (a ‘roll ball’). To know how to restart play with a roll ball by placing the ball on the ground and stepping over it. To know how to defend by making a clear touch and calling “touch” out loud. To know that moving into space helps create passing options. To know how to retreat the correct distance (usually 5 metres) after making a touch.</p>	Teamwork, Communication, Evaluation, Game play	
Netball	To introduce students to the core skills of netball in a progressive and inclusive way. Positions are introduced gradually across the 6 lessons, always pairing attacking and defensive counterparts so students can understand how roles and restrictions work together.	<p>1. Rules, footwork            To know that netball has rules including the footwork rule. To know how to demonstrate correct landing foot technique.</p>	Footwork, Pivot, Restriction	<ul style="list-style-type: none"> <li>- Develop footwork and passing techniques</li> <li>- Learn roles and restrictions of all positions (C, WA, WD, GA, GD, GS, GK)</li> <li>- Build understanding of attacking vs defensive pairs</li> <li>- Apply rules and positional restrictions in small-sided and full games</li> <li>- Foster confidence, communication, and resilience</li> <li>- Recognise that every role contributes to team success</li> </ul>
		<p>2. Passing techniques            To know that chest, bounce, and shoulder passes are used in different situations. To know how to perform accurate passes to teammates. To know how to apply passing skills in competitive context.</p>	Chest pass, Bounce pass, Shoulder pass  HW – learn netball positions (watching videos VLE)	
		<p>3. Creating space            To know that dodging and timing runs create space To know how to use dodges to move into space. To know how to use eye contact, communication and signalling to cooperate with team mates. To know triangles create safe passing options.</p>	Dodge, Evasion, agility, communication, signal	
		<p>4. Footwork, pivoting &amp; passing (Intro to positions)            To know that pivoting maintains possession.</p>	Pivot, GS, GK, GA, GD, WA, WD, C	

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		<p>To know how to pivot and pass into shooting circle to create goal scoring chances.</p> <p>To introduce netball positions and play 5v5, 6v6 or 7v7 games.</p>		
		<p>5. Team play – applying all positions</p> <p>To know that attackers and defenders work in opposition pairs.</p> <p>To know that each position has a set restriction.</p> <p>To know how to rotate through positions.</p> <p>To know how to apply passing, dodging, and footwork in games.</p>	Offside, Zone, Possession, Interception	
		<p>6. Performance &amp; evaluation – 7v7 full game</p> <p>To know that teams need all positions to succeed.</p> <p>To know that reflection improves performance.</p> <p>To know how to play in 7v7 game using all positions.</p> <p>To know how to evaluate individual/team strengths.</p>	Teamwork, Evaluation, Reflection, Strategy	
Orienteering	This unit introduces students to the fundamental skills of orienteering through fun, game-based activities that focus on map symbols, orientation, and teamwork. Lessons are designed to build confidence and understanding of how to navigate simple routes safely and accurately. The emphasis on collaboration and problem-solving supports both physical and cognitive development, providing a foundation for more independent	<p>1. Map symbols running game:</p> <p>To know that different map symbols represent specific features and landmarks.</p> <p>To know that accurate recognition of map symbols improves navigation.</p> <p>To know how to identify map symbols from memory and match them to real objects.</p>	Map symbol, control point, key, route, terrain, map, point symbols, line symbols, area symbols.	By completing this unit, students will develop the basic skills of orienteering, including understanding map symbols, orienting a map, and navigating simple routes. They will gain confidence in recognising landmarks, following directions, and working as part of a team. Enrichment comes through developing communication, problem-solving, and decision-making in practical,
		<p>2. Cone orienteering:</p> <p>To know that a map can be used to navigate a small area using orientation and distance.</p> <p>know that cones or markers can represent features on a map in a simplified course.</p> <p>To know how to orient a map to match the ground layout.</p>	Orientation, compass direction, feature, course, marker	

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	navigation and tactical thinking in Year 8.	To know how to follow a simple cone course accurately and efficiently.		game-based settings. The focus on teamwork and enjoyment helps build self-confidence and resilience, providing a strong foundation for more complex navigation challenges in Year 8.
		<p>3. Map walk:</p> <p>To know that orienting the map correctly allows you to match symbols with real terrain.</p> <p>To know that pacing and observation skills support accurate navigation.</p> <p>To know how to orient and hold a map while walking a short route.</p> <p>To know how to identify key landmarks and checkpoints on a mapped area.</p>	Landmark, North, route choice, checkpoint, observation	
		<p>4. Star exercise North or South:</p> <p>To know that orienteering involves navigating from a central point to multiple control points.</p> <p>To know that route choice affects speed and accuracy.</p> <p>To know how to navigate to and from a central point using a map and control cards.</p> <p>To know how to choose the quickest or most efficient route.</p>	Central point, control card, accuracy, efficiency	
		<p>5. Star exercise North or South:</p> <p>To know that planning ahead helps improve navigation accuracy and efficiency.</p> <p>To know that recording control points is key for scoring and validation.</p> <p>To know how to use previous experience to plan quicker, more accurate routes.</p> <p>To know how to record visits to control points correctly using a marker.</p>	Route plan, decision-making, pacing, strategy, repetition	
		<p>6. Team anagrams:</p> <p>To know that teamwork and communication improve success in team orienteering challenges.</p>	Anagram, teamwork, communication,	

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		<p>To know that sharing information can make navigation more efficient.</p> <p>To know how to work collaboratively to locate letters or numbers at control points.</p> <p>To know how to use found information to solve a word or anagram challenge.</p>	collaboration, problem-solving, clue	
Health Related Fitness	This unit introduces students to the concept of heart rate, teaching them how to measure resting, recovery, and training zone values. Through lessons on continuous and interval exercise, students see how the cardiovascular system responds to activity and learn to exercise safely in target zones. This foundation builds awareness of applied anatomy and physiology, preparing them to explore broader aspects of fitness in Year 8.	<p>1. Introduction to fitness suite and what is heart rate:</p> <p>To know that heart rate is the number of times the heart beats per minute.</p> <p>To know that heart rate increases with exercise to supply working muscles with oxygen.</p> <p>To know how to take their own pulse manually and with monitors.</p> <p>To know how to record resting heart rate accurately.</p>	Heart rate, pulse, resting heart rate, beats per minute (BPM), cardiovascular system	By completing the Year 7 unit, students will develop a clear understanding of how heart rate responds to different types and intensities of exercise, giving them the skills to monitor and reflect on their own fitness safely. They will learn how to measure resting, recovery, and training zone heart rates, building confidence in using fitness equipment and recording data. This unit enriches learning by promoting independence, resilience, and curiosity about their own health, while laying the foundation for GCSE PE knowledge of the cardiovascular system. These experiences provide the stepping stone for Year 8, where students begin to apply this physiological
		<p>2. Resting heart rate and recovery rate:</p> <p>To know that recovery rate is the speed at which heart rate returns to resting after exercise.</p> <p>To know that a faster recovery rate indicates a higher level of fitness.</p> <p>To know how to measure and compare resting and recovery heart rate.</p> <p>To know how to evaluate changes in recovery rate after different intensities of exercise.</p>	Recovery rate, oxygen debt, fatigue, exercise intensity, adaptation	
		<p>3. Heart rate during continuous exercise:</p> <p>To know that continuous exercise maintains an elevated heart rate within the aerobic zone.</p> <p>To know that aerobic training improves cardiovascular endurance.</p> <p>To know how to monitor heart rate during steady-state exercise.</p>	Continuous training, aerobic, steady state, endurance, training zone	

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		To know how to sustain exercise at a consistent pace to stay in the aerobic zone.		understanding to the wider components of fitness.
		4. Heart rate in interval training: To know that interval training alternates between high-intensity and rest/recovery periods. To know that heart rate rises and falls repeatedly during interval training. To know how to track heart rate across work and rest intervals. To know how to compare heart rate responses in interval vs continuous training.	Interval training, anaerobic, work-to-rest ratio, lactate, oxygen supply	
		5. Target heart rate zones: To know that aerobic training zones are 60–80% of maximum heart rate. To know that training in the correct zone improves fitness safely. To know how to calculate personal training zones using 220 – age. To know how to exercise at an intensity that keeps heart rate within the target zone.	Maximum heart rate (220 – age), aerobic training zone, anaerobic threshold, intensity, overload	
		6. Review of heart rates: To know that heart rate responses vary depending on exercise type and intensity. To know that monitoring heart rate supports safe and effective training. To know how to apply HR monitoring to circuit activities. To know how to reflect on fitness progression by reviewing HR data.	Monitoring, data collection, analysis, evaluation, progression	
Hockey	This unit introduces students to the essential skills of hockey, including grip, dribbling, push passing, and tackling, while ensuring they understand safety and the rules of	1. Introduction, safety, grip, dribbling (straight dribble) To know that the correct grip (left hand on top, right hand lower) controls the stick. To know that keeping the ball close improves control when dribbling.	Grip, flat side, dribble, control, space	By completing this unit, students will gain fundamental hockey skills, including correct grip, dribbling, push passing,

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	the game. Through small-sided games, they apply these skills in simple attacking and defensive contexts. The focus is on building confidence, coordination, and teamwork, creating a foundation for more complex skills in Year 8.	To know how to dribble using both sides of the stick. To know how to move into space while keeping control of the ball.		stopping the ball, and basic tackling. They will also begin to understand how to combine skills in simple attacking and defensive situations. Beyond technical ability, students will develop teamwork, communication, and resilience as they work cooperatively in small-sided games. These experiences build confidence, promote fair play, and establish the foundations for more advanced skills in Year 8.
		2. Push pass and stopping the ball: To know that a push pass is used for short, accurate passes. To know that stopping the ball with control is essential before passing. To know how to perform a push pass using correct body positioning. To know how to stop the ball with the stick's flat side.	Push pass, receive, trap (stop), accuracy, timing	
		3. Passing and moving into space: To know that passing and moving creates attacking opportunities. To know that timing is important for a successful give-and-go. To know how to pass and immediately move into space. To know how to support teammates by offering passing options.	Give-and-go, support play, movement off the ball, possession, option	
		4. Dribbling variations (Indian dribble, open/closed stick): To know that using both sides of the stick helps to change direction quickly. To know that dribbling skills can be used to beat defenders. To know how to perform the Indian dribble with control. To know how to use open and closed stick positions effectively.	Indian dribble, open stick, closed stick, change of direction, control	
		5. Tackling basics – block tackle, interception: To know that tackling must be timed to avoid fouls. To know that a block tackle uses the stick's flat side to stop the ball. To know how to perform a block tackle safely.	Block tackle, interception, pressure, anticipation, foul	

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		<p>To know how to intercept a pass by anticipating play.</p> <p>6. Small-sided conditioned games (focus on dribble, pass, tackle):</p> <p>To know that teamwork and communication improve game performance.</p> <p>To know that applying basic skills under pressure develops confidence.</p> <p>To know how to combine dribbling, passing, and tackling in a game.</p> <p>To know how to play within the rules of hockey to ensure fair play.</p>	Teamwork, communication, fair play, rule, sportsmanship	
Badminton	Teaching badminton through the serve, overhead clear, and basic game play gives students core skills to participate confidently, understand tactics, and enjoy competition. This focus builds coordination, decision-making, and teamwork while encouraging lifelong enjoyment of physical activity.	<p>1. Grip, ready position, familiarisation:</p> <p>To know how to perform the basic forehead grip.</p> <p>To know how the body is positioned when waiting to receive the shuttle.</p> <p>To know that I must return to ready position after every shot.</p> <p>To know how to move forward (lunge) and backwards (sideways) on the court.</p>	Serve, low serve, shuttlecock (shuttle), service box, racket face, grip, contact point, trajectory, fault, receiver, consistency	Taking part in a series of badminton lessons with a focus on the serve and overhead clear gives pupils the chance to develop both technical skills and wider personal qualities. By learning the different types of serve, pupils gain accuracy, control, and tactical awareness, while practising the overhead clear helps them build coordination, timing, and the ability to use space effectively in a game. These lessons also encourage important enrichment skills such as resilience when learning new techniques, communication when working with partners, and confidence
		<p>2. Low and flick serve:</p> <p>To know that the serve is used to start play.</p> <p>To know the low serve is kept low over the net landing on service line.</p> <p>To know that the flick serve lands near back of court.</p> <p>To know that the shuttle must be hit below the waist and with the shaft of racket pointing downwards when serving.</p>	Serve, low serve, flick serve, shuttlecock (shuttle), service box, racket face, grip, contact point	
		<p>3. Overhead shot</p> <p>To know that the overhead clear has a similar action to a throwing motion.</p> <p>To know how to prepare with the racket up and behind the head before striking.</p>	Overhead point, contact highest point, follow through, side on	

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		<p>To know how to contact the shuttle at the highest point for maximum control and distance.</p> <p>To know how to follow through with the racket to complete the shot smoothly.</p>		<p>through applying their skills in game situations. Culminating in basic gameplay, pupils have the opportunity to put their learning into practice, experiencing the excitement of rallies, decision-making under pressure, and the enjoyment of fair competition. This not only builds competence in badminton but also supports teamwork, self-discipline, and a positive attitude towards physical activity.</p>
		<p>4. Develop the overhead shot in cooperative rally:</p> <p>To know that the overhead shot is played side on contacting shuttle at highest point.</p> <p>To know that you must move body quickly to get into correct position to high an overhead shot.</p>	Overhead, highest point, hit, hard, sideways stance, transfer of weight.	
		<p>5. Underarm shot:</p> <p>To know that the underarm shot uses a swinging action, similar to a gentle pendulum or bowling motion.</p> <p>To know how to prepare with the racket low and in front of the body before striking the shuttle.</p> <p>To know how to contact the shuttle in front of the body and below waist height for better control.</p> <p>To know how to follow through forwards and upwards with the racket to complete the shot smoothly.</p>		
		<p>6. Outwitting opponents by game play:</p> <p>To know that winning points can involve using both underarm and overhead shots to move your opponent around the court.</p> <p>To know how to choose between an underarm or overhead shot to exploit an opponent's weaknesses, such as poor movement to the back court or slow recovery to the net.</p>	Low serve, high serve, overhead clear, service box, net, fault scoring, weakness, tactics	
Introduction to athletics	This unit introduces students to the fundamental disciplines of athletics, including sprinting, middle distance, relays, long jump, high jump, and basic throws.	<p>1. Sprinting (60m-100m):</p> <p>To know that correct sprinting technique uses a fast leg drive and strong arm action.</p> <p>To know that starting quickly gives an advantage in short races.</p>	Sprint, acceleration, drive phase, posture, arm action	By completing this unit, students will develop the fundamental techniques for sprinting, middle distance running, relays, long jump,

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	<p>Lessons are designed as standalone blocks, allowing flexibility to adapt to weather conditions and facility sharing while still ensuring full coverage of core events. The focus is on enjoyment, safety, and developing basic movement skills, giving students the foundation for more technical refinement in Year 8.</p>	<p>To know how to adopt a standing or crouch start. To know how to sprint with good posture and rhythm.</p>		<p>high jump, and basic throwing events. They will gain confidence in performing each discipline safely while improving coordination, balance, and timing. Beyond technical ability, the unit enriches learning by encouraging teamwork through relay races, resilience when tackling challenging events, and sportsmanship in competitive situations. These foundations prepare students for Year 8, where refinement and more advanced techniques are introduced.</p>
<p>2. Middle distance (200m-400m):            To know that pacing is important to avoid early fatigue.            To know that breathing rhythm supports sustained performance.            To know how to run at a steady pace across the distance.            To know how to adjust effort to finish strongly.</p>		<p>Pacing, rhythm, stride length, endurance, fatigue</p>		
<p>3. Relays (4x100m):            To know that safe baton exchange rules must be followed in the takeover zone.            To know that smooth baton passing saves time in a relay.            To know how to receive the baton while running.            To know how to pass the baton with control and accuracy.</p>		<p>Baton, takeover zone, changeover, visual pass, non-visual pass</p>		
<p>4. Long jump:            To know that a consistent run-up helps generate speed for distance.            To know that landing with feet together improves safety and control.            To know how to perform a simple run-up, take-off, and landing.            To know how to measure a jump correctly from the board.</p>		<p>Run-up, take-off board, flight, landing, momentum</p>		
<p>5. High jump:            To know that the scissor technique is the safest way to clear the bar.            To know that take-off from one foot is required in high jump.            To know how to use a straight run-up for a scissor jump.            To know how to land safely on the mat after clearing the bar.</p>		<p>Scissor kick, take-off leg, bar clearance, run-up, landing area</p>		

## Year 7 Girls Topics

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Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
		<p>6. Throwing (shot put/javelin):</p> <p>To know that throws use power from legs, hips, and arms.</p> <p>To know that safety rules must always be followed in throwing events.</p> <p>To know how to hold and release a shot put or javelin correctly.</p> <p>To know how to throw with control towards a target area.</p>	Grip, release, sector, foul throw, power	
Tennis	This unit introduces students to the fundamental skills of tennis through racket and ball control, forehand and backhand strokes with capital “C” preparation, and the underarm serve. Short-court games allow beginners to experience success while learning simple rules. The focus is on enjoyment, confidence, and establishing the foundations needed for future progression.	<p>1. Racket and ball familiarity:</p> <p>To know that controlling the ball on the racket develops hand–eye coordination.</p> <p>To know that simple rallies build confidence with timing and control.</p> <p>To know how to balance and bounce the ball on the racket.</p> <p>To know how to rally with a partner using a drop feed.</p>	Hand eye-coordination, racket, grip, bounce, rally, control	By completing this unit, students will develop the fundamental skills of tennis, including controlling the racket and ball, playing basic forehand and backhand strokes using the capital “C” preparation, and performing an underarm serve. They will also learn simple rules and experience short games to build confidence. Enrichment comes through improved hand–eye coordination, resilience when practising new skills, and teamwork during paired rallies and games. This unit provides the foundation for more consistent stroke play and tactical development in Year 8.
		<p>2. Forehand groundstroke:</p> <p>To know that the forehand uses the dominant hand and requires preparation before contact.</p> <p>To know that the capital “C” swing shape supports correct shot preparation.</p> <p>To know how to grip the racket and adopt a side-on stance.</p> <p>To know how to hit a forehand with contact in front of the body.</p>	Letter C, lift the ball off the water, forehand, swing path, stance, contact point, follow-through	
		<p>3. Backhand groundstroke:</p> <p>To know that the backhand is played on the non-dominant side.</p> <p>To know that using two hands gives control and stability.</p> <p>To know how to prepare with a capital “C” swing on the backhand side.</p> <p>To know how to make contact with the ball in front of the body.</p>	Backhand, two-handed grip, preparation, capital C, balance	

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Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
		<p>4. Combining forehand and backhand: To know that movement and recovery are important between shots. To know that keeping the ball in play is more important than power. To know how to switch between forehand and backhand in a rally. To know how to recover to a ready position after each shot.</p>	Ready position, recovery, footwork, rally, consistency	
		<p>5. Underarm serve: To know that the serve starts every point in tennis. To know that accuracy into the service box is more important than power. To know how to perform an underarm serve with correct technique. To know how to aim a serve into the correct service area.</p>	Serve, underarm, service box, accuracy, point	
		<p>6. Mini games: To know that tennis can be adapted with simple rules for beginners. To know that fair play and teamwork are important in games. To know how to play in a short-court rally game. To know how to take turns serving and scoring points.</p>	Short court, score, rules, fair play, sportsmanship	
Striking and fielding – bucketball / rounders	This unit introduces students to the basic skills and rules of bucketball / rounders through fun, inclusive, game-based activities. The focus is on learning to throw, catch, bat, and run between bases safely while understanding simple gameplay concepts. Lessons are accessible for beginners and designed to build	<p>1. Introduction and basic rules: To know that bucketball/rounders is a team striking and fielding game played with a bat and ball. To know that each team alternates between batting and fielding innings. To know how to identify the bases and move safely between them. To know how to play basic fielding roles within a small-sided game.</p>	Base, runs, batter, fielder	By completing this unit, students will develop fundamental bucketball/rounders skills, including throwing, catching, batting, and basic fielding in small-sided games. They will gain confidence understanding the rules,

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Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
	confidence, teamwork, and enjoyment, forming a foundation for more structured play in Year 8.	<p>2. Throwing and catching for accuracy:</p> <p>To know that accurate throwing and catching are essential for effective fielding.</p> <p>To know that communication between fielders helps prevent errors.</p> <p>To know how to throw using underarm (bowling technique) and overarm techniques.</p> <p>To know how to catch the ball safely using soft hands and correct body position.</p>	Underarm throw, overarm throw, catch, target, communication, bowling	working as a team, and making simple in-game decisions such as when to run or stay at a base. Enrichment is achieved through building teamwork, communication, and fair play in an inclusive, game-based environment. The focus on success through participation helps foster resilience and enjoyment, creating a strong foundation for further development in Year 8.
		<p>3. Batting technique (could introduce rounders at this stage if top set):</p> <p>To know that a good batting stance and grip help control where the ball is hit.</p> <p>To know that the batter runs to first base after hitting the ball into play.</p> <p>To know how to hold the bat correctly and swing with control.</p>	Batting stance, grip, swing, contact point, follow-through	
		<p>4. Fielding in small games:</p> <p>To know that fielding aims to stop batters from achieving runs.</p> <p>To know that teamwork is required to get runners “out.”</p> <p>To know how to work with teammates to field the ball efficiently.</p>	Teamwork, communication, decision making	
		<p>5. Mini game, hit and run:</p> <p>To know that decision-making is key when choosing to run or stay at a base.</p> <p>To know that both batting and fielding skills are needed in every play.</p> <p>To know how to combine batting, fielding, and base running in small games.</p>	Safe, run, outfield, decision making	

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Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
		To know how to make simple tactical decisions when running or throwing.		
		<p>6. Competitive whole game:</p> <p>To know that rules such as outs, innings, and scoring govern competitive play.</p> <p>To know that good communication supports teamwork and fair play.</p> <p>To know how to play in a full bucketball / rounders game safely.</p> <p>To know how to apply all basic skills (batting, fielding, running) in match play.</p>	Rules, scoring, innings, team rotation, fair play	
Cricket	This unit introduces students to the basic skills of cricket through fun, accessible activities such as throwing, catching, underarm bowling, and striking from a stationary ball. The focus is on building confidence, teamwork, and an understanding of simple rules in small-sided formats. This approach ensures that beginners develop coordination and enjoyment of the game, providing a solid foundation for Year 8.	<p>1. Introduction to cricket:</p> <p>To know that accurate throwing and catching are essential for effective fielding.</p> <p>To know that teamwork helps stop runs and return the ball quickly.</p> <p>To know how to throw underarm and overarm towards a target.</p> <p>To know how to catch safely with two hands.</p>	Throw, catch, target, accuracy, fielding	By completing this unit, students will develop fundamental cricket skills, including basic throwing, catching, underarm bowling, and batting from a stationary position. They will also learn the simple rules of the game and how to work as part of a team in fun formats such as pairs and Kwik Cricket. Beyond skill acquisition, the unit enriches learning by promoting teamwork, communication, and fair play, while giving students the confidence to take part in cricket for the first time. These foundations provide
		<p>2. Batting basics:</p> <p>To know that a correct grip and stance give more control when batting.</p> <p>To know that striking into space creates more opportunities to score.</p> <p>To know how to hold the bat correctly with hands together.</p> <p>To know how to hit a stationary ball with control.</p>	Grip, stance, batting, striking, boundary	
		<p>3. Bowling basics:</p> <p>To know that bowling starts the game and must be accurate to count.</p>	Bowl, underarm, delivery, stumps, accuracy	

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Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
		<p>To know that underarm bowling builds accuracy and confidence.</p> <p>To know how to bowl underarm towards stumps or a target.</p> <p>To know how to adjust power to control distance.</p>		<p>the stepping stone for Year 8, where students will refine skills and begin to explore game awareness.</p>
		<p>4. Fielding skills:</p> <p>To know that the long barrier is used to stop the ball safely.</p> <p>To know that calling for the ball avoids confusion.</p> <p>To know how to perform a long barrier to stop a moving ball.</p> <p>To know how to catch high and low balls with control.</p>	<p>Long barrier, stop, return, relay, communication</p>	
		<p>5. Mini games:</p> <p>To know that cricket involves batting, bowling, and fielding roles.</p> <p>To know that simple rules help make the game fair.</p> <p>To know how to take turns in batting, bowling, and fielding.</p> <p>To know how to apply basic skills in a small-sided game.</p>	<p>Over, run, wicket, inning, rotation</p>	
		<p>6. Festival games:</p> <p>To know that Kwik Cricket is a fun version of the game for beginners.</p> <p>To know that teamwork and fair play are key to success.</p> <p>To know how to rotate positions so everyone plays all roles.</p> <p>To know how to work with teammates to score and defend runs.</p>	<p>Kwik cricket, fair play, rules, teamwork, sportsmanship</p>	