

## Year 7 Topics

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Rugby	Rugby is taught to develop pupils' physical skills, teamwork, and tactical understanding within a safe and inclusive game. Touch rugby allows students to apply core techniques while building communication, resilience, and decision-making skills that extend beyond sport.	Ball familiarisation: To know that holding the ball correctly with two hands gives more control. To know that keeping eyes on the ball helps improve catching accuracy. To know how to catch the ball by forming a target with the hands and bringing it into the body. To know how to pass the ball short distances using a pop pass and longer distances using a spin pass.	Ball in two hands, pop pass, spin pass, cushion, target	A unit of work on rugby skills, culminating in games of touch rugby, provides pupils with the opportunity to develop a broad range of physical, technical, and social skills. Pupils acquire core movement and ball-handling skills, including passing, catching, evasion, and support play, alongside tactical understanding such as positioning, decision-making, and creating space. The introduction of touch rugby as the culminating activity allows pupils to apply these skills within a safe, inclusive, and game-based context. In addition to physical competence, pupils also enrich their personal development by enhancing teamwork, communication, resilience, and problem-solving — qualities that are transferable beyond sport and contribute to their wider education and personal growth.
		Intro passing & receiving/ 2v1: To know that passing in rugby must go sideways or backwards, not forwards. To know how to pass the ball short distances using a pop pass and longer distances using a spin pass. To know how to draw a defender before releasing the ball to create space for others. To know that in 'touch rugby', a 'touch' replaces a tackle.	Passing, target hands, long swing arms, draw defender, backwards pass, sideways pass, offload, forward pass, space	
		3v1, 3v2, 3v3: To know that effective passing maintains continuity and keeps defenders moving. To know that passing too early or too late reduces attacking options. To know how to scan for teammates before deciding when and where to pass.	3v1, 3v2, 3v3, passing, target hands, long swing arms, draw defender, backwards pass, tactics, scan, teammates	
		Passing/Use of width: To know that support lines help create space and passing opportunities. To know that defenders must work together to form a defensive line.	Depth, width, support play, overload, support lines	
		Attacking/outwitting an opponent: To know how to draw a defender before releasing the ball to create space for others. To know how to scan for teammates before deciding when and where to pass. To know how to communicate with teammates to signal readiness to receive a pass.	Tactics, identify weakness, side-step, space, overlap, signal	
		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	Rules, attacking and defensive lines, two hand touch	

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		touch and calling “touch” out loud. To know that moving into space helps create passing options. To know that defenders must work together to form a defensive line. To know that moving up as a line prevents gaps opening for attackers. To know that communication is key to organising the defence. To know how to retreat the correct distance (usually 5 metres) after making a touch.		
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.	Grip, ready position, low serve: To know that the low serve is used to start play and to keep the shuttle low over the net. To know that the shuttle must be hit below the waist and with the racket pointing downwards when serving. To know that a good low serve makes it harder for the opponent to attack. To know how to hold the racket correctly for a low serve. To know how to stand in the correct position when serving. To know how to swing the racket gently so that the shuttle just clears the net.	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 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.
		Low serve refinement: To know how to aim for accuracy and consistency when serving. To know that the serve must travel diagonally into the opponent’s service box.	Serve, low serve, shuttlecock (shuttle), service box, racket face, grip, contact point, trajectory, fault, receiver, consistency, accuracy, diagonally	
		High serve and overhead clear shot: To know that the high serve is used mainly in singles to push the opponent to the back of the court. To know that the shuttle must be hit underarm, below the waist, and travel high and deep into the opponent’s service box. To know that the high serve gives the server more time to prepare for the next shot. To know that the overhead clear is a defensive shot played from the back of the court to send the shuttle high and deep. To know that this shot is used to move the opponent away from the net and create space. To know that the overhead clear has a similar action to a throwing motion. To know how to prepare with the racket up and behind	High serve, underarm action, service box, trajectory, depth, fault, overhead clear, back boundary line, contact point, follow through, preparation, recovery, highest point, hit, hard, back of court, stance	

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		the head before striking. To know how to contact the shuttle at the highest point for maximum control and distance. To know how to follow through with the racket to complete the shot smoothly.		This not only builds competence in badminton but also supports teamwork, self-discipline, and a positive attitude towards physical activity.
		Develop the clear shot: To know how to aim for a specific area of the court to improve accuracy and make it harder for your opponent to return.	High serve, underarm action, service box, trajectory, depth, fault, overhead clear, back boundary line, contact point, follow through, preparation, recovery, foot position	
		Outwitting opponents game play: To know that to win, understanding your opponent's weaknesses can be to your advantage. To know how to change your shots to take advantage of your opponent's weaknesses.	Low serve, high serve, overhead clear, service box, net, fault scoring, weakness, tactics	
		Outwitting opponents by refining game play: To know that to win, understanding your opponent's weaknesses can be to your advantage. To know how to change your shots to take advantage of your opponent's weaknesses.	Low serve, high serve, overhead clear, service box, net, fault scoring, weakness, tactics	
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 the game. Through small-sided games, they apply these skills in simple attacking and	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. To know how to dribble using only the flat side of your stick. To know how to move into space while keeping control of the ball.	Grip, flat side, dribble, control, space	By completing this unit, students will gain fundamental hockey skills, including correct grip, dribbling, push passing, 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
		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	
		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	Give-and-go, support play, movement off the ball, possession, option	

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	defensive contexts. The focus is on building confidence, coordination, and teamwork, creating a foundation for more complex skills in Year 8.	and immediately move into space. To know how to support teammates by offering passing options.		establish the foundations for more advanced skills in Year 8.
		Dribbling variations (Indian dribble, open/closed stick): To know that you can only use the flat side of the stick. 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	
		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. To know how to intercept a pass by anticipating play.	Block tackle, interception, pressure, anticipation, foul	
		Small-sided conditioned games (focus on dribble, pass, tackle): To know that teamwork and communication improve game performance. To know that applying basic skills under pressure develops confidence. To know how to combine dribbling, passing, and tackling in a game. To know how to play within the rules of hockey to ensure fair play.	Teamwork, communication, fair play, rule, sportsmanship	
Dance	This unit introduces Year 7 boys to dance through the engaging theme of a “secret agent” routine, balancing structure with creativity to build confidence in performance. It develops the skills introduced at KS2, such as motifs, storytelling through	Discovering the stimulus: To know that a stimulus can be used to inspire and shape a dance idea. To know that movement choices should reflect the theme of a secret agent. To know how to explore actions, dynamics, and gestures linked to a chosen theme. To know how to create simple movements that communicate a secretive or spy-like character.	Stimulus, choreography, dynamics, gesture, characterisation	By completing this unit, students will strengthen core dance skills such as motif creation, development, and performance, while also extending their use of space, levels, and formations beyond the foundations introduced at KS2. They will gain confidence in performing as individuals and in groups, learning how to communicate a theme clearly through characterisation and expressive movement. In addition to technical skills, the
		Developing the motif: To know that a motif is a short sequence of movement that communicates an idea. To know that motifs can be developed by changing actions, dynamics, space, or relationships. To know how to create a clear movement motif that reflects the secret agent theme. To know how to manipulate a motif using at least one development method (e.g., repetition or speed change).	Motif, development, repetition, variation	

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	movement, and group work, while extending them into more advanced choreography using formations, levels, and performance skills like focus, projection, and characterisation. The theme promotes motivation and engagement, while an emphasis on teamwork, creativity, and communication ensures both skill progression and wider personal development as students transition from primary to secondary dance.	Facing in a duo: To know that duos require awareness of a partner's position and timing. To know that facing and mirroring can show relationship and interaction between dancers. To know how to perform movements in unison and canon with a partner. To know how to adapt facing to create interaction, such as confrontation or teamwork.	Unison, canon, mirroring, relationship, duo	unit enriches students' personal development by fostering teamwork, communication, and resilience, as they collaborate to create and refine choreography. The creative challenges also promote problem-solving and adaptability, helping students to approach tasks with independence and confidence. This ensures a clear progression from KS2 dance, where storytelling and basic group routines were first explored, to more sophisticated, thematic, and performance-focused work at KS3.
		Levels: To know that using different levels (high, medium, low) adds variety and meaning to choreography. To know that contrasting levels can show power, stealth, or vulnerability in performance. To know how to apply a range of levels within a motif or sequence. To know how to combine levels with dynamics to enhance the secret agent theme.	Levels, contrast, space, dynamics, transitions	
		Formations – where you stand: To know that formations influence how an audience interprets group relationships. To know that changing formations creates visual impact and variety. To know how to move between formations smoothly within a group routine. To know how to choose and adapt formations to reflect teamwork or pursuit in the secret agent theme.	Formation, pathway, symmetry, asymmetry, stage directions	
		Performance skills: To know that performance skills include focus, projection, energy, and expression. To know that characterisation helps communicate the theme to the audience. To know how to maintain focus and energy throughout a performance. To know how to use facial expression and body language to portray a secret agent role.	Focus, projection, expression, timing, stage presence	
Football	Students are developing coordination and motor control, so focusing on ball mastery and	Ball familiarity, control and passing: To know that ball mastery builds confidence and control. To know that using different surfaces of the foot increases skill level. To know how to perform toe taps, inside–outside touches, and foundations. To know how to dribble with both feet in small areas. To know how to protect the ball by using body positioning.	Sole taps, sole drags, roll over, outside push, inside tap, instep, laces, close, control, head up, eyes on ball, hand -foot coordination, dribbling, cushion	This unit establishes a strong technical foundation by focusing on Coerver ball mastery and dribbling activities. At this age, students are developing fundamental motor skills,

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	dribbling builds confidence and technical foundations. Coerver methods (ball familiarity) give high ball contact time, while 1v1 and small-sided games allow creativity and realistic practice. This ensures students become comfortable with the ball before progressing to teamwork-based skills.	Dribbling with purpose: To know that dribbling into space helps progress play. To know that small touches keep control, larger touches increase speed. To know that acceleration helps escape defenders. To know how to use ball mastery skills (rolls, pulls, L-turns) at pace. To know how to dribble into space with control. To know how to adjust speed when approaching defenders.	Dribbling, control, close, side foot, space, toes, touch, change direction, acceleration, defender, speed	coordination, and spatial awareness, making it an ideal time to embed close control and confidence with the ball. The activities are designed to maximise ball contact time, encouraging students to experiment with different techniques and express creativity through 1v1 scenarios and small-sided games. Beyond technical development, this plan also enriches students' learning by fostering resilience and persistence; repeated practice of ball mastery demands concentration and determination, while competitive dribbling activities encourage students to problem-solve under pressure. The emphasis on creativity and risk-taking also provides opportunities for students to build confidence and independence, qualities which underpin success both in sport and more broadly.
		Turns and change of direction: To know that turning helps retain possession under pressure. To know that feints deceive defenders. To know that using body to shield is vital when turning. To know how to perform Cruyff turns, inside/outside cuts. To know how to shield the ball while turning. To know how to exit turns into space effectively.	Turn, possession, feints, shield, Cruyff turn, inside/outside cut	
		Dribbling under pressure: To know that defenders close space quickly. To know that small touches improve control under pressure. To know that using skills creates time and space. To know how to dribble past defenders in 1v1s. To know how to use changes of speed/direction effectively. To know how to recover control after contact with defender.	Close space, 1v1, pressure, accelerate, contact	
		2v1 attack situations: To know that decision-making is vital (dribble vs pass). To know that supporting teammates creates options. To know that beating a player opens passing opportunities. To know how to dribble past an opponent before passing. To know how to link dribble with accurate pass. To know how to use 2v1 situations to advantage	2v1, decision, teammates, pass, dribble	
		Small sided games: To know that ball mastery skills improve match play. To know that dribbling can create scoring opportunities. To know that using both feet increases effectiveness. To know how to apply skills in realistic games. To know how to combine dribbling with passing choices. To know how to compete confidently in small-sided games	Games, rules, scoring, small-sided, pass dribble, control, space, support, tactics	

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Basketball	This unit introduces Year 7 students to the fundamental skills of basketball, including dribbling, passing, shooting, attacking, and defence. Through progressive lessons, students build confidence in ball control, develop basic attacking concepts such as give-and-go, and learn defensive positioning. Small-sided games provide opportunities to apply these skills in realistic contexts, encouraging teamwork, communication, and fair play while laying the foundations for more advanced play in Year 8.	Ball familiarity and dribbling: To know that keeping the head up improves awareness when dribbling. To know that using fingertips (not palms) gives better ball control. To know how to dribble with both hands in a controlled manner. To know how to change speed and direction while dribbling.	Dribble, control, fingertips, awareness, double-dribble	By completing this unit, students will develop the fundamental technical skills of dribbling, passing, shooting, and basic defensive play, alongside a greater understanding of how to work effectively in small-sided games. They will build confidence in handling the ball, improve coordination, and begin to recognise the importance of movement, spacing, and teamwork in game situations. Enrichment comes through enhanced communication, resilience in competitive play, and the ability to cooperate within a team. These experiences provide the essential platform for Year 8, where students will apply these core skills under pressure and in more tactical scenarios.
		Passing and catching: To know that different passes are used for different situations (chest, bounce, overhead). To know that accuracy and timing are key to effective passing. To know how to perform chest, bounce, and overhead passes correctly. To know how to catch securely using hands in a “W” shape.	Chest pass, bounce pass, overhead pass, accuracy, target	
		Shooting technique: To know that correct footwork and balance are vital for shooting accuracy. To know that follow-through improves control of the shot. To know how to perform a set shot with correct technique. To know how to complete a lay-up using correct steps and finish.	Set shot, lay-up, balance, follow-through, footwork	
		Basic attacking play: To know that moving into space creates passing and shooting opportunities. To know that a “give and go” helps to progress the ball towards the basket. To know how to combine dribbling, passing, and shooting in sequence. To know how to perform a successful give-and-go in a small game.	Space, give-and-go, off-the-ball movement, possession, transition	
		Basic defence: To know that good defensive stance is low, balanced, and side-on. To know that marking players limits their attacking options. To know how to stay close to an opponent without fouling. To know how to anticipate and intercept passes.	Defensive stance, marking, interception, pressure, contact foul	
		Small-sided games: To know that teamwork and communication improve overall performance. To know that rules ensure safe and fair play in basketball. To know how to apply skills learned in realistic game play. To know how to demonstrate good sportsmanship during competition.	Teamwork, communication, sportsmanship, fair play, rules	

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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.	Introduction to fitness suite and what is heart rate: To know that heart rate is the number of times the heart beats per minute. To know that heart rate increases with exercise to supply working muscles with oxygen. To know how to take their own pulse manually and with monitors. To know how to record resting heart rate accurately.	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 understanding to the wider components of fitness.
		Resting heart rate and recovery rate: To know that recovery rate is the speed at which heart rate returns to resting after exercise. To know that a faster recovery rate indicates a higher level of fitness. To know how to measure and compare resting and recovery heart rate. To know how to evaluate changes in recovery rate after different intensities of exercise.	Recovery rate, oxygen debt, fatigue, exercise intensity, adaptation	
		Heart rate during continuous exercise: To know that continuous exercise maintains an elevated heart rate within the aerobic zone. To know that aerobic training improves cardiovascular endurance. To know how to monitor heart rate during steady-state exercise. To know how to sustain exercise at a consistent pace to stay in the aerobic zone.	Continuous training, aerobic, steady state, endurance, training zone	
		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	
		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 $220 - \text{age}$ . To know how to exercise at an intensity that keeps heart rate within the target zone.	Maximum heart rate ( $220 - \text{age}$ ), aerobic training zone, anaerobic threshold, intensity, overload	

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		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	
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 navigation and	Map symbols running game: To know that different map symbols represent specific features and landmarks. To know that accurate recognition of map symbols improves navigation. To know how to identify map symbols from memory and match them to real objects.	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, 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.
		Cone orienteering: To know that a map can be used to navigate a small area using orientation and distance. To know that cones or markers can represent features on a map in a simplified course. To know how to orient a map to match the ground layout. To know how to follow a simple cone course accurately and efficiently.	Orientation, compass direction, feature, course, marker	
		Map walk: To know that orienting the map correctly allows you to match symbols with real terrain. To know that pacing and observation skills support accurate navigation. To know how to orient and hold a map while walking a short route. To know how to identify key landmarks and checkpoints on a mapped area.	Landmark, North, route choice, checkpoint, observation	
		Star exercise North or South: To know that orienteering involves navigating from a central point to multiple control points. To know that route choice affects speed and accuracy. To know how to navigate to and from a central point using a map and control cards. To know how to choose the quickest or most efficient route.	Central point, control card, accuracy, efficiency	
		Star exercise North or South: To know that planning ahead helps improve navigation accuracy and efficiency. To know that recording control points is key for scoring and validation.	Route plan, decision-making, pacing, strategy, repetition	

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	tactical thinking in Year 8.	To know how to use previous experience to plan quicker, more accurate routes. To know how to record visits to control points correctly using a marker.		
		Team anagrams: To know that teamwork and communication improve success in team orienteering challenges. To know that sharing information can make navigation more efficient. To know how to work collaboratively to locate letters or numbers at control points. To know how to use found information to solve a word or anagram challenge.	Anagram, teamwork, communication, collaboration, problem-solving, clue	
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	Introduction to cricket: To know that accurate throwing and catching are essential for effective fielding. To know that teamwork helps stop runs and return the ball quickly. To know how to throw underarm and overarm towards a target. To know how to catch safely with two hands.	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 the stepping stone for Year 8, where students will refine skills and begin to explore game awareness.
		Batting basics: To know that a correct grip and stance give more control when batting. To know that striking into space creates more opportunities to score. To know how to hold the bat correctly with hands together. To know how to hit a stationary ball with control.	Grip, stance, batting, striking, boundary	
		Bowling basics: To know that bowling starts the game and must be accurate to count. To know that underarm bowling builds accuracy and confidence. To know how to bowl underarm towards stumps or a target. To know how to adjust power to control distance.	Bowl, underarm, delivery, stumps, accuracy	
		Fielding skills: To know that the long barrier is used to stop the ball safely. To know that calling for the ball avoids confusion. To know how to perform a long barrier to stop a moving ball. To know how to catch high and low balls with control.	Long barrier, stop, return, relay, communication	
		Mini games: To know that cricket involves batting, bowling, and fielding roles. To know that simple rules help make the game fair. To know how to take turns in batting, bowling, and	Over, run, wicket, inning, rotation	

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	solid foundation for Year 8.	fielding. To know how to apply basic skills in a small-sided game.		
		Festival games: To know that Kwik Cricket is a fun version of the game for beginners. To know that teamwork and fair play are key to success. To know how to rotate positions so everyone plays all roles. To know how to work with teammates to score and defend runs.	Kwik cricket, fair play, rules, teamwork, sportsmanship	
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. 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	Sprinting (60m-100m): To know that correct sprinting technique uses a fast leg drive and strong arm action. To know that starting quickly gives an advantage in short races. To know how to adopt a standing or crouch start. To know how to sprint with good posture and rhythm.	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, 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.
		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.	Pacing, rhythm, stride length, endurance, fatigue	
		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.	Baton, takeover zone, changeover, visual pass, non-visual pass	
		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.	Run-up, take-off board, flight, landing, momentum	
		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	Scissor kick, take-off leg, bar clearance, run-up, landing area	

## Year 7 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.

Year 7 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
	more technical refinement in Year 8.	for a scissor jump. To know how to land safely on the mat after clearing the bar. Throwing (shot put/javelin): To know that throws use power from legs, hips, and arms. To know that safety rules must always be followed in throwing events. To know how to hold and release a shot put or javelin correctly. To know how to throw with control towards a target area.	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.	Racket and ball familiarity: To know that controlling the ball on the racket develops hand-eye coordination. To know that simple rallies build confidence with timing and control. To know how to balance and bounce the ball on the racket. To know how to rally with a partner using a drop feed.	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.
		Forehand groundstroke: To know that the forehand uses the dominant hand and requires preparation before contact. To know that the capital "C" swing shape supports correct shot preparation. To know how to grip the racket and adopt a side-on stance. To know how to hit a forehand with contact in front of the body.	Letter C, lift the ball off the water, forehand, swing path, stance, contact point, follow-through	
		Backhand groundstroke: To know that the backhand is played on the non-dominant side. To know that using two hands gives control and stability. To know how to prepare with a capital "C" swing on the backhand side. To know how to make contact with the ball in front of the body.	Backhand, two-handed grip, preparation, capital C, balance	
		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.	Ready position, recovery, footwork, rally, consistency	
		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, underarm, service box, accuracy, point	

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Year 7 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
		serve with correct technique. To know how to aim a serve into the correct service area.		
		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.	Short court, score, rules, fair play, sportsmanship	
Striking and fielding - softball	This unit introduces students to the basic skills and rules of softball 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 confidence, teamwork, and enjoyment, forming a foundation for more structured play in Year 8.	Introduction and basic rules: To know that softball 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.	Base, inning, batter, fielder, out	By completing this unit, students will develop fundamental softball skills, including throwing, catching, batting from a tee, and basic fielding in small-sided games. They will gain confidence understanding the rules, 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.
		Throwing and catching for accuracy: To know that accurate throwing and catching are essential for effective fielding. To know that communication between fielders helps prevent errors. To know how to throw using underarm and overarm techniques. To know how to catch the ball safely using soft hands and correct body position.	Underarm throw, overarm throw, catch, target, communication	
		Batting technique (tee hitting): To know that a good batting stance and grip help control where the ball is hit. To know that the batter runs to first base after hitting the ball into play. To know how to hold the bat correctly and swing with control. To know how to hit a stationary ball from a tee into a target area.	Batting stance, grip, swing, contact point, follow-through	
		Fielding in small games: To know that fielding aims to stop batters from reaching bases safely. To know that teamwork is required to get runners "out." To know how to work with teammates to field the ball efficiently. To know how to use quick, accurate passes between bases during play.	Ground ball, relay, base runner, force out, teamwork	
		Mini game, hit and run: To know that decision-making is key when choosing to run or stay at a base. To know that both	Strike, safe, run, outfield, decision making	

## Year 7 Topics

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Year 7 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
		batting and fielding skills are needed in every play. To know how to combine batting, fielding, and base running in small games. To know how to make simple tactical decisions when running or throwing.		
		Competitive whole game: To know that rules such as outs, innings, and scoring govern competitive play. To know that good communication supports teamwork and fair play. To know how to play in a full simplified softball game safely. To know how to apply all basic skills (batting, fielding, running) in match play.	Rules, scoring, innings, team rotation, fair play	