**Subject: Physical Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **Year 7 – Novice** | **Year 7 – Capable** | **Year 7 – Expert** |
| **Performance** | **Netball** | **Students should be able to:**   * Pass and receive the ball with little accuracy. * Apply footwork with little control. * Move into space with little fluency. * Apply shooting technique with little accuracy. * Demonstrate defending and marking with little precision. * Contribute to open play with little influence on the performance of the team. * Demonstrate little awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * State some of the different rules and positions. | **Students should be able to:**   * Pass and receive the ball with a basic level of accuracy. * Apply footwork with a basic level of control. * Move into space with a basic level of fluency and awareness of other players. * Apply shooting technique with a basic level of accuracy. * Demonstrate defending and marking with a basic level of precision and apply to some competitive situations. * Contribute to open play with some influence on the performance of the team. * Demonstrate some awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * Identify some of the different rules, positions and know where they are allowed on court. | **Students should be able to:**   * Pass and receive the ball with a competent level of accuracy and precision. * Apply footwork with a competent level of control and precision. * Move into space with a competent level of fluency, awareness of other players and timing. * Apply shooting technique with a competent level of accuracy and precision. * Demonstrate defending and marking with a competent level of precision and apply to most competitive situations. * Contribute to open play, often able to influence the performance of the team * Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions. * Describe some of the different rules, positions, where they are allowed on court and who they mark. |
| **Health Related Fitness** | **Students should be able to:**   * State what PARQ stands for. * Identify some fitness tests. * Recognise some of the components of fitness measured in fitness tests. * Recall how to set up some fitness tests. * Demonstrate a sufficient level of physical fitness in different fitness tests. | **Students should be able to:**   * Identify what a PARQ is and when it is used. * Identify many different fitness tests and state most of the components of fitness measured. * Apply the different components of fitness to different sports. * Set up different fitness tests following instructions and recall some of the protocol for tests. * Demonstrate a competent level of physical fitness in different fitness tests. | **Students should be able to:**   * Describe what a PARQ is, why it is important and give examples of questions included. * Identify most fitness tests, what component of fitness is measured and describe some of the components of fitness. * Apply the different components of fitness to several sporting examples and explain why they are important to the athlete(s). * Set up fitness tests and explain the protocol for each test. * Demonstrate a good level of physical fitness in different fitness tests. |
| **Football** | **Students should be able to:**   * Pass and receive the ball with little accuracy. * Move and run with the ball showing little control. * Turn with the ball showing little precision. * Apply shooting and striking technique with little accuracy. * Demonstrate defending and tackling with little precision. * Contribute to open play with little influence on the performance of the team. * Demonstrate little awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * State some of the different rules and positions. | **Students should be able to:**   * Pass and receive the ball with a basic level of accuracy. * Move and run with the ball showing a basic level of control. * Turn with the ball showing a basic level of precision. * Apply shooting and striking technique with a basic level of accuracy. * Demonstrate defending and tackling with a basic level of precision. * Contribute to open play with some influence on the performance of the team. * Demonstrate some awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * Identify some of the different rules, positions and tactics with some application to competitive situations. | **Students should be able to:**   * Pass and receive the ball with a competent level of accuracy and precision. * Move and run with the ball showing a competent level of control and fluency. * Turn with the ball showing a competent level of precision and fluency. * Apply shooting and striking technique with a competent level of accuracy and precision. * Demonstrate defending and tackling with a competent level of precision and fluency. * Contribute to open play, often able to influence the performance of the team. * Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions. * Describe some of the different rules, positions and tactics with application to most competitive situations. |
| **Table Tennis** | **Students should be able to:**   * Apply the correct grip and ready position with little accuracy. * Move at and around the table with little fluency. * Serve using the forehand and backhand technique with little accuracy. * Demonstrate a forehand and backhand push shot with little precision. * Apply a forehand topspin with little precision. * Demonstrate little awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * State some of the different rules used in singles games and score with little confidence. | **Students should be able to:**   * Apply the correct grip and ready position with a basic level of accuracy. * Move at and around the table with a basic level of fluency. * Serve using the forehand and backhand technique with a basic level of accuracy. * Demonstrate a forehand and backhand push shot with a basic level of precision. * Apply a forehand topspin with a basic level of precision. * Demonstrate some awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * Identify some of the different rules used in singles games and score with some confidence. | **Students should be able to:**   * Apply the correct grip and ready position with a competent level of accuracy and precision. * Move at and around the table with a competent level of fluency and control. * Serve using the forehand and backhand technique with a competent level of accuracy and precision. * Demonstrate a forehand and backhand push shot with a competent level of precision and fluency. * Apply a forehand topspin with a competent level of precision and fluency. * Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions. * Describe some of the different rules used in singles games and score with confidence. |
| **Handball** | **Students should be able to:**   * Pass and receive the ball with little accuracy. * Apply footwork with little control. * Move and dribble with the ball showing little fluency. * Demonstrate shooting technique with little accuracy. * Apply attacking techniques with little fluency. * Demonstrate defending and blocking with little precision. * Contribute to open play with little influence on the performance of the team. * Demonstrate little awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * State some of the different rules and positions. | **Students should be able to:**   * Pass and receive the ball with a basic level of accuracy. * Apply footwork with a basic level of control. * Move and dribble with the ball showing a basic level of fluency. * Demonstrate shooting technique with a basic level of accuracy. * Apply attacking techniques with a basic level of fluency. * Demonstrate defending and blocking with a basic level of precision. * Contribute to open play with some influence on the performance of the team. * Demonstrate some awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * Identify some of the different rules, positions and tactics with some application to competitive situations. | **Students should be able to:**   * Pass and receive the ball with a competent level of accuracy and precision. * Apply footwork with a competent level of control and precision. * Move and dribble with the ball showing a competent level of fluency and accuracy. * Demonstrate shooting technique with a competent level of accuracy and precision. * Apply attacking techniques with a competent level of fluency and accuracy. * Demonstrate defending and blocking with a competent level of precision and accuracy. * Contribute to open play, often able to influence the performance of the team. * Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions. * Describe some of the different rules, positions and tactics with application to most competitive situations. |
|  | **Badminton** | **Students should be able to:**   * Apply the forehand and backhand grip and ready position with little accuracy. * Move around the court with little fluency. * Serve using the low and high technique with little accuracy. * Demonstrate overhead shots with little precision. * Apply a net shot with little accuracy. * Demonstrate little awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * State some of the different rules, court lines used in singles games and score with little confidence. | **Students should be able to:**   * Apply the forehand and backhand grip and ready position with a basic level of accuracy. * Move around the court with a basic level of fluency. * Serve using the low and high technique technique with a basic level of accuracy, * Demonstrate overhead shots with a basic level of precision. * Apply a net shot with a basic level of accuracy. * Demonstrate some awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * Identify some of the different rules, court lines used in singles games and score with some confidence. | **Students should be able to:**   * Apply the forehand and backhand grip and ready position with a competent level of accuracy and precision. * Move around court with a competent level of fluency and control. * Serve using the low and high technique with a competent level of accuracy and precision. * Demonstrate overhead shots with a competent level of precision. * Apply a net shot with a competent level of accuracy. * Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions. * Describe some of the different rules, court lines used in singles games and score with confidence. |
|  | **OAA** | **Students should be able to:**   * Recognise some of the basic terminology used in OAA e.g., leadership, guidance etc. * State the different types of guidance. * Communicate occasionally with others in a group scenario. * Identify the role of a leader within a group and apply little leadership within tasks. * Solve problems with some efficiency. * Work in a group with some efficiency, trust and cooperation. * Apply map reading skills with little precision. | **Students should be able to:**   * Describe some of the basic terminology used in OAA e.g., leadership, guidance etc. * Describe the different types of guidance and apply to different tasks. * Communicate regularly within a group to share ideas. * Describe the role of a leader within a group and apply some leadership within tasks. * Solve problems with a basic level of efficiency. * Work in a group with a basic level of efficiency, trust and cooperation. * Apply map reading skills with a basic level of precision. | **Students should be able to:**   * Explain some of the basic terminology used in OAA e.g., leadership, guidance etc. * Explain the different types of guidance, when each type would be important and apply to different tasks with confidence. * Communicate ideas easily and consistently within a group to share thoughts and ideas. * Explain the role of a leader within a group and apply leadership within most tasks. * Explain the role of a leader within a group. * Solve problems with a competent level of efficiency. * Work in a group with a competent level of efficiency, trust and cooperation. * Apply map reading skills with a competent level of precision. |
|  | **Basketball** | **Students should be able to:**   * Pass and receive the ball with little accuracy. * Apply footwork with little control. * Move and dribble with the ball showing little fluency. * Demonstrate shooting technique with little accuracy. * Apply attacking techniques with little fluency. * Demonstrate defending and blocking with little precision. * Contribute to open play with little influence on the performance of the team. * Demonstrate little awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * State some of the different rules and positions. | **Students should be able to:**   * Pass and receive the ball with a basic level of accuracy. * Apply footwork with a basic level of control. * Move and dribble with the ball showing a basic level of fluency. * Demonstrate shooting technique with a basic level of accuracy. * Apply attacking techniques with a basic level of fluency. * Demonstrate defending and blocking with a basic level of precision. * Contribute to open play with some influence on the performance of the team. * Demonstrate some awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * Identify some of the different rules, positions and tactics with some application to competitive situations. | **Students should be able to:**   * Pass and receive the ball with a competent level of accuracy and precision. * Apply footwork with a competent level of control and precision. * Move and dribble with the ball showing a competent level of fluency and accuracy. * Demonstrate shooting technique with a competent level of accuracy and precision. * Apply attacking techniques with a competent level of fluency and accuracy. * Demonstrate defending and blocking with a competent level of precision and accuracy. * Contribute to open play, often able to influence the performance of the team. * Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions. * Describe some of the different rules, positions and tactics with application to most competitive situations. |
|  | **Dance** | **Students should be able to:**   * Recognise what ASDR (action, space, dynamics and relationships) means in choreography. * Demonstrate actions and movements with little control, precision and timing with the group. * Employ some spatial content, formations and levels with little control and fluency. * Apply dynamics to choreography with little contrast between different movements and little fluency. * Demonstrate some relationships (e.g., unison, mirroring, canon and contact work) with little timing and coordination with other students. * Link together different actions and movements with little timing and fluency. * Perform choreography with little confidence and concentration during performance. | **Students should be able to:**   * Describe what ASDR (action, space, dynamics and relationships) means in choreography and give some examples of devices that can be used * Demonstrate actions and movements with a basic level of control, precision, and timing with the group. * Employ some spatial content, formations and levels with a basic level of control and fluency. * Apply dynamics to choreography with some contrast between different movements being used and a basic level of fluency. * Demonstrate some relationships (e.g., unison, mirroring, canon and contact work) with a basic level of timing and coordination with other students. * Link together different actions and movements with a basic level of timing and fluency. * Perform choreography with some confidence and concentration during performance. | **Students should be able to:**   * Explain what ASDR (action, space, dynamics and relationships) means in choreography and give many examples of devices that can be used. * Demonstrate actions and movements with a competent level of control, precision, and timing with the group. * Employ different spatial content, formations and levels with a competent level of control and fluency. * Apply dynamics to choreography with evident contrast between different movements being used and a competent level of fluency. * Demonstrate numerous different relationships (e.g., unison, mirroring, canon and contact work) with a competent level of timing and coordination with other students. * Link together different actions and movements with a competent level of timing and fluency * Perform choreography with confidence and concentration during performance. |
|  | **Athletics** | **Students should be able to:**   * Perform sprint technique with some posture, a lack of stride length and coordination of the legs and arms. * Demonstrate sprint starts with little accuracy and reaction time. * Apply pacing with little effectiveness during middle to long-distance races. * Perform jumps with little speed, coordination and rhythm between the different phases. * Demonstrate throws with little precision, timing and movement. * State some of the different rules and techniques for track and field events. * Time and measure distances with little confidence across track and field events. | **Students should be able to:**   * Perform sprint technique with a basic level of posture, stride length and coordination of the legs and arms. * Demonstrate sprint starts with a basic level of accuracy and reaction time. * Apply a basic level of pacing during middle to long-distance race. * Perform jumps with a basic level of speed, coordination and rhythm between the different phases. * Demonstrate throws with a basic level of precision, timing and movement. * Identify some of the different rules and techniques for track and field events. * Time and measure distances with some confidence across track and field events. | **Students should be able to:**   * Perform sprint technique with a competent level of posture, stride length and coordination of the legs and arms. * Demonstrate sprint starts with a competent level of accuracy and reaction time. * Apply a competent level of pacing during middle to long-distance race. * Perform jumps with a competent level of speed, coordination and rhythm between the different phases. * Demonstrate throws with a competent level of precision, timing and movement. * Identify most of the different rules and techniques for track and field events. * Officiate some competitive events and time and measure distances with some confidence across track and field events. |
|  | **Striking and fielding** | **Students should be able to:**   * Throw and catch with little accuracy. * Apply batting technique with little accuracy and timing. * Demonstrate bowling/pitching technique with little precision and fluency. * Contribute to fielding play with little movement in outfield and/or when covering posts/bases. * Run between posts/bases with little efficiency and awareness of the game and other players. * Communicate with others showing little influence on the performance of the team. * Demonstrate little awareness and attempt to adapt to tactical changes in response to the opposing team’s actions. * State some of the different rules and positions. | **Students should be able to:**   * Throw and catch with a basic level of accuracy. * Apply batting technique with a basic level of accuracy and timing. * Demonstrate bowling/pitching technique with a basic level of precision and fluency. * Contribute to fielding play with a basic level of movement in outfield and/or when covering posts/bases. * Run between posts/bases with a basic level of efficiency and awareness of the game and other players. * Communicate with others showing some influence on the performance of the team. * Demonstrate some awareness and attempt to adapt to tactical changes in response to the opposing team’s actions. * Identify some of the different rules, positions and tactics with some application to game play. | **Students should be able to:**   * Throw and catch with a competent level of accuracy. * Apply batting technique with a competent level of accuracy and timing. * Demonstrate bowling/pitching technique with a competent level of precision and fluency. * Contribute to fielding play with a competent level of movement in outfield and/or when covering posts/bases. * Run between posts/bases with a competent level of efficiency and awareness of the game and other players. * Communicate with others and is often able to influence the performance of the team. * Demonstrate some effective attempts to adapt to tactical changes in response to the opposing team’s actions. * Describe some of the different rules, positions and tactics with application to most game situations. |
| **Development and Coaching** | | **Students should be able to:**   * State one way to improve own performance. * Recognise one strength in own performance. * State basic rules used in various sports. * Identify the role of a leader within a group. * Communicate occasionally with others in a group scenario. * State what working as a team means and know what fair play is. * State some of the different rules and positions in various sports. | **Students should be able to:**   * Identify one way to improve own and others’ performance. * State one strength in own and others’ performance. * Identify basic rules used in various sports and can apply some to competitive games. * Lead one other student in an activity. * Communicate regularly within a group to share ideas. * Acknowledge fair play in a team scenario and apply this in competitive situations. * Identify some of the different rules, positions and tactics with some application to competitive situations. | **Students should be able to:**   * Explain numerous ways to improve own and others’ performance. * Explain numerous strengths in own and others’ performance. * Describe basic rules used in various sports and can apply many to competitive games. * Lead a small group in an activity. * Communicate ideas easily and consistently within a group to share thoughts and ideas. * Work collaboratively with team and helps to guide others and make decisions collectively. |
| **Theoretical Elements** | | **Students should be able to:**   * State some fitness tests and components of fitness measured. * State how to set up some of the fitness tests. * State the phases of a warm up and cool down. * Give one reason why conducting a warm up is important. * Recognise some of the muscles in the body. * Identify some of the bones in the body and label few on a skeleton. * State some of the different ways of classifying bones. | **Students should be able to:**   * Describe fitness tests used and link most of the different components of fitness measured. * Identify how to set up most of the fitness tests including the protocol for each one. * Identify the phases of a warm up and cool down and lead one phase. * State more than one reason conducting a warm up and cool down is important. * State most muscles and identify their location in the body. * Identify most bones and label their location on a skeleton. * Identify the different ways of classifying bones and give some examples in the skeleton. | **Students should be able to:**   * Evaluate the components of fitness measured in all fitness tests completed. * Confidently explain how to set up the fitness tests, including the protocol for all. * Apply the different phases of a warm up and cool down and identify why we conduct different phases. * Describe reasons why conducting a warm up and cool down is important. * Recall the muscles and their location in the body and identify when they are being used in various sporting examples. * Confidently label various bones on a skeleton and identify when they are being used in various sporting examples. * Describe the different ways of classifying bones, give examples and identify the functions for each. |