**Subject: Physical Education**

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|  | **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.
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| **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.
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| **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.
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| **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.
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| **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.
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|  | **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.
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|  | **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.
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|  | **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.
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|  | **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.
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|  | **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.
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|  | **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.
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| **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.
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| **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.
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