THE Eastbourne ACADEMY

Curriculum Overview

Subject: PE

Year Group	Term	Modules	Unit of Work	Assessment Content
7	1	*Football, Netball, Basketball HRF*	**Invasion Games** *Pupils are taught the basic range of skills in order to compete in structured practices, semi-opposed and competitive invasion game situations.* *They will use a range of tactics and strategies to overcome opponents in direct competition through team games.* *Each class will have been taught one of the following modules: Football, Netball, Basketball and Health Related Fitness.* **Key End-points: What will the students know, understand or be able to do by the end of the term?** *EP1 - To know the techniques for sending and receiving a ball within invasion games* *EP2 - To know the key evasion skills that are effective within invasion games* *EP3 - To know a range of shooting methods used in invasion games* *EP4 - To be able to successfully participate using the rules of the activity.* *EP5 - To know various tactics to aid the performance of a team or individual* *EP6 - To know the techniques for basic skills within invasion games*	*The class teacher will assess the following End points. This will be achieved in some cases over multiple terms though different activities.* *Pupils are assessed throughout each module via teacher assessment based on their understanding of simple skills, concepts, rules and coaching.* *In addition, at the end of each module the students will complete an assessment lesson where they will have the opportunity to demonstrate the module's specific end-points.* *The students' progress on each of the module's end-points will then be used to calculate the pupil's progress towards the termly targets mentioned in each unit of work.*
	2	*HRF, Football, Netball, Basketball*	**Health Related Fitness** *Pupils are taught the 11 components of fitness so that they can develop each component and a healthy lifestyle by incorporating specific exercises into their daily lives.* *Students will develop a basic range of communication skills in order to compete in structured practices, semi-opposed and competitive situations effectively.* *They will use a range of tactics and strategies to overcome opponents in direct competition through team games.* *Each class will have been taught two of the following modules: Football, Netball, Basketball and Health Related Fitness.*	

			Key End-points: What will the students know, understand or be able to do by the end of the term? *EP9 - To know a range of fitness components used within Health Related Fitness* *EP10 - To know the effects on the body during exercise.* EP11 - To identify what CoF are used in a range of sports. *EP12 - To identify a range of basic actions used within the maximum performance topics* *EP14 - To know a range of basic actions utilised within the maximum performance topics*	
	3	*Football Badminton OAA Gymnastics Rugby*	**Maximum Performance Topics** *Pupils develop their technique and improve their performance in other competitive sports (individual and team). Pupils are taught generic skills/techniques and basic floor work in gymnastics.* *Students will continue to develop a basic range of communication skills in order to compete in structured practices, semi-opposed and competitive situations effectively.* *They will use a range of tactics and strategies to overcome opponents in direct competition through team games.* *Each class will have been taught four of the following modules: Rugby,Gymnastic, Table Tennis, Badminton & Outdoor Adventurous Activities, Football, Netball, Basketball and Health Related Fitness.* **Key End-points: What will the students know, understand or be able to do by the end of the term?** *EP12 - To know a range of basic actions utilised within the maximum performance topics* *EP13 - To know key actions that make skills & routines aesthetically pleasing* *EP14 - To know a range of basic actions utilised within the maximum performance topics* *EP7 - To be able to explain a variety of techniques used in badminton* *EP8 - To be able to provide my partner feedback on at least one shot used in badminton*	
	4	*OAA, Rugby, Badminton, Gymnastics, hockey, HFR*	**Outdoor Adventurous Activities** *Pupils take part in outdoor and adventurous activities which present intellectual and physical challenges. Pupils*	

			are encouraged to work in a team, building trust and developing skills to solve problems, either individually or as a group. *Students will continue to develop a basic range of communication skills in order to compete in structured practices, semi-opposed and competitive situations effectively.* *They will use a range of tactics and strategies to overcome opponents in direct competition through team games.* *Each class will have been taught Six of the following modules: OAA, Alternative Games, Rugby, Gymnastic, Table Tennis, Badminton, Football, Netball, Basketball and Health Related Fitness* **Key End-points: What will the students know, understand or be able to do by the end of the term?** *EP15 - To identify the skills gained from performing outdoor adventurous activities* EP16 - To communicative effectively in a team to complete a variety of challenges	
	5	*Cricket, Rounders, Athletics, Badminton*	**Striking and Fielding** *Pupils are taught the basic range of skills in order to compete in structured practices, semi-opposed and competitive striking and fielding game situations.* *They will use a range of tactics and strategies to overcome opponents in direct competition through team games.* *Students will continue to develop a basic range of communication skills in order to compete in structured practices, semi-opposed and competitive situations effectively.* *Each class will have been taught Seven of the following modules: Cricket, Rounders , Athletics, OAA, Alternative Games, Rugby, Gymnastic, Table Tennis, Badminton, Football, Netball, Basketball and Health Related Fitness* **Key End-points: What will the students know, understand or be able to do by the end of the term?** *EP17 - To know the techniques for basic skills within striking and fielding* *EP18 - To know various tactics to aid the performance of a team or individual in striking and fielding* EP19 - *To be able to successfully participate within striking and fielding activities due to a knowledge of the rule's*	

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	6	*Athletics Cricket, Rounders, Badminton, OAA*	**Games, Maximum PerformanceOutdoor Adventurous Activities & Striking and Fielding** *Pupils are taught the basic range of skills in order to compete in structured practices, semi-opposed and competitive game situations.* *They will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.* *Students will continue to develop a basic range of communication skills in order to compete in structured practices, semi-opposed and competitive situations effectively.* *Each class will have been taught Nine of the following modules: Cricket, Rounders , Athletics, OAA, Alternative Games, Rugby, Gymnastic, Table Tennis, Badminton, Football, Netball, Basketball and Health Related Fitness* **Key End-points: What will the students know, understand or be able to do by the end of the term?** *EP17 - To know the techniques for basic skills within striking and fielding* *EP18 - To know various tactics to aid the performance of a team or individual in striking and fielding* EP19 - *To be able to successfully participate within striking and fielding activities due to a knowledge of the rule's* *EP20 - To know a range of basic techniques used within Athletics* *EP21 - To be able to successfully participate within Athletics events due to a knowledge of the rule's* *EP12 - To identify a range of basic actions used within the maximum performance topics* *EP14 - To know a range of basic actions utilised within the maximum performance topics* *EP15 - To identify the skills gained from performing outdoor adventurous activities* EP16 - To communicative effectively in a team to complete a variety of challenges *EP7 - To be able to explain a variety of techniques used in badminton* *EP8 - To be able to provide my partner feedback on at least one shot used in badminton*	