



Physical Education Department Long-term sequencing Year 7 Concept PE

The concept curriculum (CC) is an approach to curriculum design that incorporates “big ideas” that span multiple subject areas or disciplines. A conceptual approach offers an alternative to the traditional sport and skills-based approach to PE curriculum design and delivery. The sport and physical activity therefore become the vehicle through which the concept is delivered or developed. By shifting the focus of the curriculum and the success criteria of each lesson, we are doing so much more than getting students active, we are delivering meaningful learning that truly harnesses the learning potential of physical activity and sport, whilst improving the experiences within PE for every child. By undertaking the concept curriculum, all students have the opportunity to engage in relevant and meaningful learning that can then build a stronger connection with our subject. Thus, better nurturing physical literacy and increasing the chances of lifelong participation. In year 7, students will explore the concept and understand the importance of 'physical literacy'. Competence, confidence, knowledge & understanding and motivation are covered to help students realise what underpins physical literacy and how it can be developed.

<p>HALF TERM 1: STUDENTS MUST KNOW:</p> <p>Exploring Physical Literacy. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Competence through Gymnastics – competence, practice skills and techniques, providing feedback, acting on feedback and performance. • Girls – Confidence through Invasion – Confidence, attitudes, positive approaches to PE, comfort zones, failure, growth mindset. • Mixed – Knowledge and Understanding through HRF – Sport, PE & Physical Activity, fitness, physical benefits, mental benefits, social benefits, emotions and activity <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 2: STUDENTS MUST KNOW:</p> <p>Exploring Physical Literacy. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Competence through Gymnastics – competence, practice skills and techniques, providing feedback, acting on feedback and performance. • Girls – Confidence through Invasion – Confidence, attitudes, positive approaches to PE, comfort zones, failure, growth mindset. • Mixed – Knowledge and Understanding through HRF – Sport, PE & Physical Activity, fitness, physical benefits, mental benefits, social benefits, emotions and activity <p>Exploring Physical Literacy. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Confidence through Invasion – Confidence, attitudes, positive approaches to PE, comfort zones, failure, growth mindset. • Girls – Knowledge and Understanding through HRF – Sport, PE & Physical Activity, fitness, physical benefits, mental benefits, social benefits, emotions and activity • Mixed – Competence through Gymnastics – competence, practice skills and techniques, providing feedback, acting on feedback and performance. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 3: STUDENTS MUST KNOW:</p> <p>Exploring Physical Literacy. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Confidence through Invasion – Confidence, attitudes, positive approaches to PE, comfort zones, failure, growth mindset. • Girls – Knowledge and Understanding through HRF – Sport, PE & Physical Activity, fitness, physical benefits, mental benefits, social benefits, emotions and activity • Mixed – Competence through Gymnastics – competence, practice skills and techniques, providing feedback, acting on feedback and performance. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>
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Stuart Bathurst Catholic High School

<p>HALF TERM 4: STUDENTS MUST KNOW:</p> <p>Exploring Physical Literacy. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Knowledge and Understanding through HRF – Sport, PE & Physical Activity, fitness, physical benefits, mental benefits, social benefits, emotions and activity • Girls – Competence through Gymnastics – competence, practice skills and techniques, providing feedback, acting on feedback and performance. • Mixed – Confidence through Invasion – Confidence, attitudes, positive approaches to PE, comfort zones, failure, growth mindset. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 5: STUDENTS MUST KNOW:</p> <p>Exploring Physical Literacy. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Knowledge and Understanding through HRF – Sport, PE & Physical Activity, fitness, physical benefits, mental benefits, social benefits, emotions and activity • Girls – Competence through Gymnastics – competence, practice skills and techniques, providing feedback, acting on feedback and performance. • Mixed – Confidence through Invasion – Confidence, attitudes, positive approaches to PE, comfort zones, failure, growth mindset. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 6: STUDENTS MUST KNOW:</p> <p>Exploring Physical Literacy. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Motivation through Athletics – Intrinsic motivation, extrinsic motivation, setting goals, celebrate progress, persistence, determination • Girls – Motivation through Athletics – Intrinsic motivation, extrinsic motivation, setting goals, celebrate progress, persistence, determination • Mixed – Motivation through Athletics – Intrinsic motivation, extrinsic motivation, setting goals, celebrate progress, persistence, determination <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>
<p>Home learning set will consist of a combination of: Embedding this knowledge can be supported at home by attending as many extra-curricular sporting activities and teams as possible and participating in sports teams and clubs outside of school. Students should aim to undertake 60 minutes of physical activity each day, to support a healthy, active lifestyle. According to Government advice, on 3 days a week, these activities should involve exercises for strong muscles and bones such as push-ups and running and jumping.</p>		