



Year 7 PE at Malbank 2025-26



Athletics



At Malbank we will teach a variety of both field and track events. By the end of Year 7 students will be able to demonstrate the key field and track event skills and techniques for running, jumping and throwing and apply appropriate rules for these events. They will be able to achieve their personal bests in each event and compare to normative data from the ESSA award scheme and school records. They will be able to analyse their own performance and know how to improve in the future.

Prior Knowledge	Current	Future	
<p>Pupils should have:</p> <ul style="list-style-type: none"> Used running, jumping, throwing and catching in isolation and in combination compared their performances with previous ones and demonstrated improvement to achieve their personal best 	<p>HEAD - Knowledge</p> <p><i>Knowledge, Tactical, Decision Making, Analysis, Rules</i></p>  <p>To develop knowledge and understanding by recognising and demonstrating the basic techniques (accuracy and consistency), rules and regulations (as set out by the respective NGB) of all track and field athletics events.</p> <p>Develop knowledge of performance of the basic techniques in sprinting, long-distance running, throwing and jumping events.</p> <p>Develop knowledge and understanding of the factors that affect performance in both track and field events and be able to describe these and know how to achieve their personal best in each event and compare to normative data and school records.</p>	<p>Pupils should go on to:</p> <p>To develop knowledge and understanding of basic, techniques, rules and regulations of all athletics events. Develop performance of the basic techniques in sprinting, long-distance running, throwing and jumping events. Develop knowledge and understanding of advanced skills and techniques associated with each event. Apply knowledge and understanding of the factors that affect performance in these events.</p>	
	<p>HEART - Personal Development</p> <p><i>Leadership, Effort, Commitment, Respect, Motivation, Resilience, Confidence, LORIC</i></p>  <ul style="list-style-type: none"> Can organise small groups and works well with others for example when planning the relay. Discusses the positive and negative aspects of a performance with others Consistently warms up with others and suggests ideas on what to include for Athletics Consistently follows rules, linking to the NGB Begins to answer questions in front of peers Positive attitude to learning in all lessons, never give up even when an event is challenging Controls own behaviour and considers others Developing an initial understanding of fair play and respect in sport 		<ul style="list-style-type: none"> Communicates and work collaboratively with others to plan effective tactics for Athletics Confidently lead a small group warm up or activity suitable for Athletics Assists with officiating in lessons for example starting and timing a race Listens to and responds to feedback from others Joins in with all activities even when they find them difficult Shows fair play, respect and support for other pupils in the class Willing to ask for help when needed Answers questions in front of peers Demonstrates self control and responsibility Controls feelings when winning or
	<p>HAND - Skills</p> <ul style="list-style-type: none"> To demonstrate a basic approach and take off for long and triple jump and an arch approach for high jump To demonstrate a basic preparation, release and follow through for the shot and discus 		



Health, Fitness & Lifestyle



At Malbank we will use a variety of activities to explore fitness and its connection to health and lifestyle

Prior Knowledge	Current	Future
<p>Pupils should have been given opportunity to;</p> <ul style="list-style-type: none"> Succeed and excel in physically-demanding activities Develop physical confidence in a way that supports their health and fitness <p>They should be able to;</p> <ul style="list-style-type: none"> Be physically active for sustained periods of time Lead healthy active lives 	<p>HEAD - Knowledge</p>	<p>Pupils will go in to know the difference between muscular strength and muscular endurance and how MHR can be used to help to improve cardiovascular endurance. They should be able to increase the intensity of strength exercises and understand which muscles contribute to lower body movements</p> <p>They should be confident in their ability to use the cardio equipment safely and effectively, to show respect to the others in the group whilst also being able to offer support. They are able answer questions in class and remain motivated when activities become physically demanding</p> <p>They will go on to accurately perform strength exercises for increasing amounts of time and with maintained form, improve their cardiovascular endurance by applying their knowledge of MHR and improve their muscular strength by using a variety of methods to increase the intensity of strength exercises</p>
	 <p><i>Knowledge, Tactical, Decision Making, Analysis, Rules</i></p> <ul style="list-style-type: none"> Know the safety rules and regulations of using the fitness suite Develop knowledge and understanding of how to safely use each item of cardio equipment Know how to increase the intensity of exercise to increase levels of fitness Develop knowledge and understanding of the major muscles used during exercise (quadriceps, hamstrings, gastrocnemius, abdominals, biceps and triceps) Develop knowledge and understanding of some components of fitness (strength, stamina, muscular endurance) Know some basic strength exercises and understand how to perform them accurately and safely (squat, lunge, sit-up, press-up, plank) 	
	<p>HEART - Personal Development</p>	
 <p><i>Leadership, Effort, Commitment, Respect, Motivation, Resilience, Confidence, LORIC</i></p> <ul style="list-style-type: none"> Can identify strengths and weaknesses in others performance Begins to answer questions in front of peers Positive attitude to learning in all lessons Controls own behaviour and considers others Can take turn fairly on equipment Can continue to work, even when activities become physically challenging 		
<p>HAND - Skills</p>	 <p><i>Fitness levels, Skill Development, Technique, Skill Application, Competitive, Problem Solving</i></p> <ul style="list-style-type: none"> Use accurate techniques to target and improve muscular strength Improve cardiovascular endurance through the effective use of cardio machines 	

At Malbank we will use a variety of invasion games like Football, Rugby, Netball, Basketball, Handball or Hockey to develop positional play and tactics in a competitive team environment

Prior Knowledge	Current	Future
<p>Ks2 NC.</p> <ul style="list-style-type: none"> • Pupils have been taught to catch in isolation and in combination play and competitive games. For example, basketball, football, hockey and netball. • Pupils have been taught to apply basic principles of attacking and defending in competitive games. • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>To further develop knowledge and understanding of basic, techniques, rules and regulations of all invasion games.</p> <p>To further develop knowledge of performance of the basic skills of passing, shooting, footwork, turning, dribbling, tackling and ball control and to develop advanced knowledge in these areas.</p> <p>Develop knowledge and understanding of advanced rules, tactics, scoring and positional play.</p>
	<p><i>Knowledge, Tactical, Decision Making, Analysis, Rules</i></p> <p>To develop knowledge and understanding of basic skills by recognising and demonstrating the basic techniques (accuracy and consistency), rules and regulations (as set out by the respective NGB's) of all invasion game activities.</p> <p>Develop knowledge of performance of the basic skills of passing, shooting, footwork, turning, dribbling, tackling and ball control</p> <p>Develop knowledge and understanding of basic rules, tactics, scoring and positional play.</p>	
	<p>HEART - Personal Development</p>	
	<p><i>Leadership, Effort, Commitment, Respect, Motivation, Resilience, Confidence, LORIC</i></p> <ul style="list-style-type: none"> • Can organise small groups and works well with others for example in small sided games. • Discusses the positive and negative aspects of a performance with others • Consistently warms up with others and suggests ideas on what to include for invasion games. • Consistently follows rules • Begins to answer questions in front of peers • Positive attitude to learning in all lessons • Controls own behaviour and considers others • Developing an initial understanding of fair play and respect in sport 	
<p>HAND - Skills</p>	<p><i>Fitness levels, Skill Development, Technique, Skill Application, Competitive, Problem Solving</i></p> <ul style="list-style-type: none"> • To demonstrate basic passing and receiving techniques – for example cushioned instep control in football. • To demonstrate basis tackling techniques for example a standing tackle in football. • To demonstrate basic footwork techniques for example one-two pivot in netball. • To demonstrate basic shooting techniques for example a standing shot in handball • To demonstrate basic dribbling and turning techniques for example either hand and changes 	



Movement Exploration



At Malbank we will teach a variety of movement exploration sports such as trampolining, gymnastics and dance. By the end of year 7 students will be able demonstrate a variety of skills, techniques and rules related to these sports. They will have been physically active during these lessons and be able to demonstrate how to apply skills and techniques during closed skill practices and competitive situations. Students will be able to lead some stages of a warm up to small groups and explain it's purpose. They will be able to analyse their own performance and know how to improve in the future.




Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> • Works cooperatively with others during lessons • Can warm up with others in a small group • Sets out and uses equipment safely • Can follow simple rules • Demonstrates a positive approach to learning • Has confidence to participate • Takes responsibility for their own learning • Listens to and follows instructions from others • Use running and jumping in isolation and in combination • developed flexibility, strength, technique, control and balance • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> • Communicates and works collaboratively with others • Confidently leads a small group warm up or activity • Assists with officiating in lessons • Listens to and responds to feedback from others • Joins in with all activities even when they find them difficult • Shows fair play, respect and support for other pupils in the class • Willing to ask for help when needed • Answers questions in front of peers • Demonstrates self control and responsibility • Controls feelings when winning or losing
	 <p><i>Knowledge, Tactical, Decision Making, Analysis, Rules</i></p> <p>To use creativity to develop/choreograph routines and sequences whilst demonstrating an understanding of aesthetics in performance.</p> <p>To develop sequences based on travel using different parts of the body, level and speed working both independently and in groups.</p>	
	<p>HEART - Personal Development</p>	
 <p><i>Leadership, Effort, Commitment, Respect, Motivation, Resilience, Confidence, LORIC</i></p> <p>Can organise small groups and works well with others</p> <p>Discusses the positive and negative aspects of a performance with others</p> <p>Consistently warms up with others and suggests ideas on what to include</p> <p>Consistently follows rules</p> <p>Begins to answer questions in front of peers</p> <p>Positive attitude to learning in all lessons</p> <p>Controls own behaviour and considers others</p> <p>Developing an initial understanding of fair play and respect in sport</p>		
<p>HAND - Skills</p>		
 <p><i>Fitness levels, Skill Development, Technique, Skill Application, Competitive, Problem Solving</i></p> <p>To demonstrate basic skills and techniques in isolated practice.</p> <p>To link basic skills together in passive practice.</p> <p>To demonstrate a simple routine with some accuracy and success in a moderately-pressured situation.</p>		



Net/Wall Games



At Malbank we will provide a broad and balanced curriculum utilizing a variety of sports across all 6 themes throughout the year. Pupils can expect to participate in sports like Volleyball, Badminton, Tennis and Table Tennis under the “Net/Wall Games Theme”

Prior Knowledge	Current	Future
<ul style="list-style-type: none"> Pupils are expected to have used running, jumping, throwing and catching in isolation and in combination, in competitive games, modified where appropriate for example, in badminton and tennis. Pupils are expected to be able to demonstrate flexibility, strength, technique, coordination, control and balance relative to the sport used in the lesson. Pupils should be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>It is expected that pupils will be able to;</p> <ul style="list-style-type: none"> Work cooperatively with others during lessons Use equipment safely Follow simple rules Control own behaviour Demonstrate a positive approach to learning Has confidence to participate Takes responsibility for their own learning and organisation of their own PE kit and footwear. Listens to and follows instructions from others 	HEAD - Knowledge	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> To further develop knowledge and understanding of basic skills, techniques, rules and regulations of all activities and apply them in competitive situations. Apply the basic skills of serving, forehand and backhand in competitive situations. Develop knowledge and understanding of advanced skills and techniques. Apply knowledge and understanding of basic tactics and positional play in competitive situations. Communicate and works collaboratively with others Confidently lead a small group warm up or activity Assist with officiating in lessons Listen to and respond to feedback from others Join in with all activities even when they find them difficult Show fair play, respect and support for other pupils in the class Willing to ask for help when needed Answer questions in front of peers Demonstrate self control and responsibility Control feelings when winning or losing
	 <p><i>Knowledge, Tactical, Decision Making, Analysis, Rules</i></p> <ul style="list-style-type: none"> Pupils will develop knowledge and understanding of basic skills by recognising and demonstrating, techniques (accuracy and consistency), rules and regulations (as set out by the respective NGB) of all activities. Develop performance of the basic skills of serving, forehand and backhand Develop knowledge and understanding of basic tactics and positional play and identify opportunities to demonstrate these within a game. <i>For example; pupils will learn to play ½ court badminton, applying the tactics of long and short, whilst using a variety of different shot types to win points.</i> 	
	HEART - Personal Development <p><i>Leadership, Effort, Commitment, Respect, Motivation, Resilience, Confidence, LORIC</i></p>  <ul style="list-style-type: none"> Can organise small groups and works well with others Discusses the positive and negative aspects of a performance with others Consistently warms up with others and suggests ideas on what to include Consistently follows rules Begins to answer questions in front of peers Positive attitude to learning in all lessons Controls own behaviour and considers others Developing an initial understanding of fair play and respect in sport 	
HAND - Skills <p><i>Fitness levels, Skill Development, Technique, Skill Application, Competitive, Problem Solving</i></p>  <ul style="list-style-type: none"> Pupils will develop hand eye coordination and be able to apply it across a variety of different skills and techniques. Pupils will apply their fitness levels for sustained periods of time whilst practicing skills and in competitive games appropriate the specific sport. Pupils will demonstrate progress, and how to make progress by working in pairs and small groups. <i>For example; Pupils will be able to practice their Badminton serve repeatedly without the effects of fatigue whilst responding to the feedback given by the teacher or peers to make progress.</i> 		