



## Year 7 Physical Education - Curriculum Overview and KS3 Progress Descriptors

### Aims and Rationale

Our intent in the PE Department is to develop the whole person through physical activity and to encourage lifelong participation in sport and exercise.

Students are encouraged and motivated to realise their full potential through a range of purposeful, yet enjoyable, activities in a challenging environment. Our aim is to help every student progress by developing their skills, fitness and tactical understanding.

A key aim of Physical Education at Hitchin Girls' School is to meet the individual needs of all students.

Alongside our curriculum, we offer an extensive range of extracurricular clubs, which promote numerous personal qualities and build positive relationships across our school community.

### Curriculum Content

Modules of 5 or 10 lessons in the following activities: Netball, Hockey, Football, Badminton, Gymnastics, Dance, Cross Country, Tennis, Athletics, Rounders, and alternative sports.

Core skills and basic terminology, rules, positions, scoring systems, and tactics.

### How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range.

## Year 7 Physical Education - Curriculum Overview and KS3 Progress Descriptors



	<i>Developing</i>	<i>Secure</i>	<i>Advancing</i>	<i>Excelling</i>
<b>Skills, knowledge and application</b>	<ul style="list-style-type: none"> <li>• Demonstrates a basic level of skill, with inconsistencies, and finds open situations challenging.</li> <li>• Demonstrates limited knowledge of rules, physical preparation and recovery.</li> <li>• Knowledge and application of tactics is limited and use of choreographic principles is of a basic level.</li> <li>• Analysis and evaluative tasks show a simple understanding and lack detail, either in written work or through spoken observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a competent level of skill in most activities but not always with consistency.</li> <li>• Demonstrates a good knowledge of rules, physical preparation and recovery.</li> <li>• Knowledge and application of tactics is good and choreographic principles are applied competently.</li> <li>• Analysis and evaluative tasks show secure understanding, either in written work or through spoken observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an assured level of skill in most activities.</li> <li>• Demonstrates a high level of knowledge of rules, physical preparation and recovery.</li> <li>• Knowledge and application of tactics is effective and choreographic principles are applied confidently.</li> <li>• Analysis and evaluative tasks show thorough understanding and detail, either in written work or through spoken observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an excellent level of skills with fluency in all activities.</li> <li>• Demonstrates exemplary knowledge of rules, physical preparation and recovery.</li> <li>• Knowledge and application of tactics is exceptional and use of choreographic principles is advanced.</li> <li>• Analysis and evaluative tasks show thorough understanding through detailed and sophisticated responses, either in written work or through spoken observations.</li> </ul>