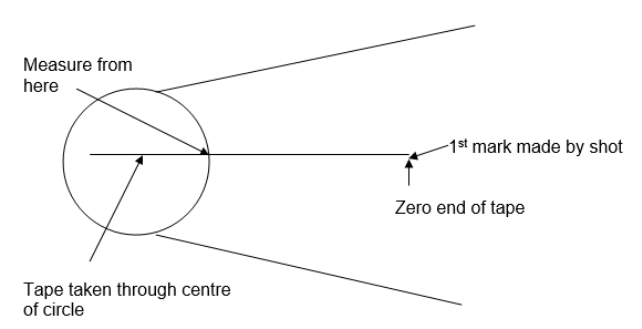
Year 7 Aerobic Activity aim:
To enhance skill development (making adaptations through training at the correct intensity)

Methods of Training	**Circuit Training**	**Continuous Training**	**Interval Training**	Evaluation and Analysis vocabulary: **Area of strength** **Area of weakness** **Aerobic Training Zone** **Method of training** **Component of fitness** **Intensity** **Heart Rate**

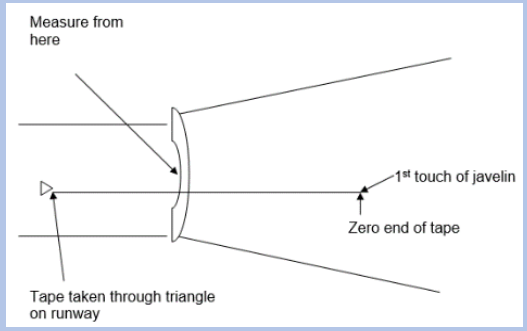
Considerations	**Circuit Training**	Consider the design of the circuit so that the same body parts are not being worked in close succession. Consider the aim of the circuit; for example, exercises that improve aerobic endurance. Set appropriate rest and work intervals to raise HR above 60% of max HR.
	Continuous Training	Maintain the basic step to ensure that there are no breaks in training. Vary the direction of stepping on / off the box and the movement of the upper / lower body to exercise more muscle groups. Keep up the intensity throughout the workout to raise HR above 60% of max HR.
	Interval Training	Consider the order of exercises to allow muscles to recover in-between sets. Include boxing strokes such as jab, hook and upper cut as well as exercises to raise the intensity. Use the 'coach' holding the pads to dictate the intervals and to build in some rest. Aim to raise HR above 60% of max HR.
Basic Principles of Training	**Frequency** To make adaptations, it would be advisable to train more than twice per week and to gradually increase this frequency over time. **Intensity** Measure this using your Heart Rate. Take this immediately after exercise or during a rest break to check you are in the target training zone. **Time** Gradually increasing the amount of time you exercise for in a training session is another way of adapting training. **Type** Circuit Training, Continuous Training and Interval Training can all be adapted and performed using different activities. There are also other methods of training such as weight training. The other methods of training may help to target alternative components of fitness.	

Athletics Aim:
Demonstrate the fundamental skills needed to engage in the Sport or Physical Activity.

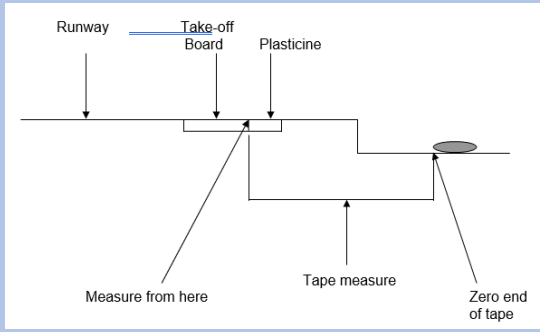
AO3 vocabulary: **Area of strength** **Area of weakness** **Teaching points** **Detailed breakdown** **In-depth** **Because** **As opposed to** **Timing** **Measurement** **Accuracy**



Discus and Shot Putt measurement



Javelin measurement



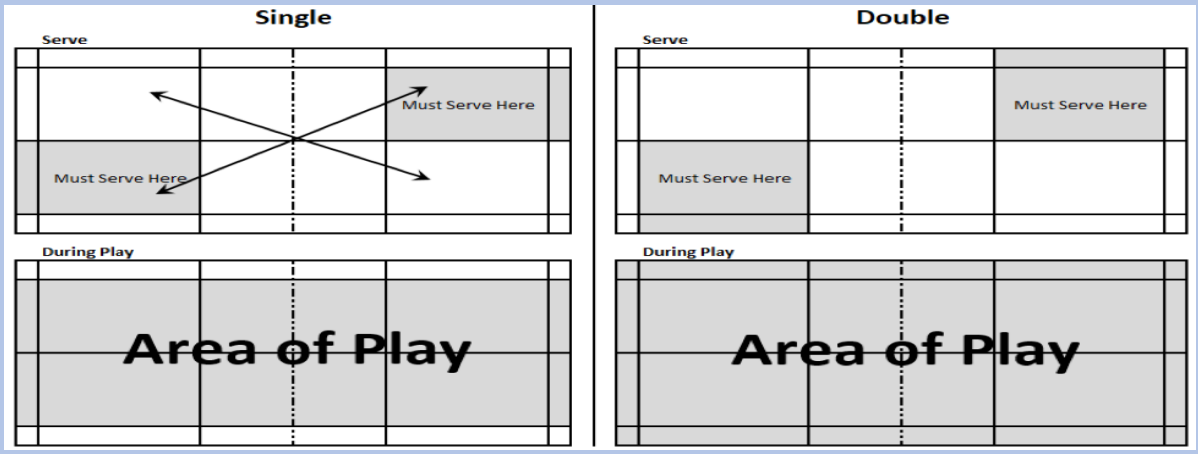
Long Jump measurement

Event	Rules	Teaching points
Sprinting 100m,200m, 400m	Please listen to starters commands at the start of the race. You must keep within your lane when running. You must not start before the starter indicates the start of the race.	Drive arms back to generate power. High knee lift. Running on the balls of the feet and dip to finish.
Relay 4x100m, 4 x400m	You must keep within your lane when running. You must pass the baton in the designated change over box. If your team drops the baton you will be disqualified.	Use the up sweep and down sweep technique to pass the baton. Communicate effectively between the incoming and outgoing runner. Receive the baton on the move - rolling start to increase the speed of change over.
High Jump	You must take off with one foot. Your take off foot must be your outside foot. If you knock the high jump bar off it will be a foul jump. You have three attempts to clear each height.	Establish appropriate technique e.g. Fosbury flop or scissors. Use both arms and legs to generate power and uplift to jump. Use a curve run up to generate power. Time your jump appropraitly.to give you the best chance to clear the bar.
Long Jump	You must take off with one foot and from behind the edge of the board. The closest mark that you make in the sand pit with your body is where the jump distance will be measured from.	Use a measured run up to generate more power. Establish what is your best take off foot. Establish appropriate technique for success e.g. hang technique or hitch kick.
Shot Putt	Enter and leave through the back of the throwing circle. The shot must be held on the bridges of the fingers against the side of the neck. A legal throw is demonstrated by pushing the shot, flexion to extension. Do not step over the front of the throwing circle.	Stand if a sideways stance, front toe should be in line with your back heel. Bend your back leg to generate power through flexion and extension (weight transfer). The throw is a pushing action. Angle of release between 30 and 45 degrees.
Javelin	Do not step over the line at the end of the runway when throwing. The throw must land in the throwing sector. The javelin must land tip first, or land flat (marking a mark to measure from).	Stand if a sideways stance, front toe should be in line with your back heel. Bend your back leg to generate power through flexion and extension (weight transfer). Keep your arm straight before using a pulling action to throw; release between 30 and 45 deg.
Discus	Do not step over the front of the throwing circle. Enter and leave through the back of the throwing circle. The throw must land in the throwing sector.	Stand if a sideways stance, front toe should be in line with your back heel. Bend your back leg to generate power through flexion and extension (weight transfer). Hold the discuss on the bens of the first knuckles with the throwing hand held on top. Use a hurling/sling action to generate momentum before release.

Year 8 Badminton:
To enhance skill development

Rules

- To score a point the shuttlecock must hit within the parameters of the opponent's court.
- If the shuttlecock hits the net or lands out, then a point is awarded to your opponent.
- Players must serve diagonally across the net to their opponent.
- As points are won, the server moves from one side to the other, serving from the right when on even.
- Games can be either single, doubles or mixed doubles.



Evaluation and Analysis vocabulary:

Opponents area of strength

Opponents area of weakness

Shot selection

Trajectory

The 'T'

Skills

Forehand/Backhand	Forehand strokes are hit with the front of the hand leading (like hitting with the palm), whereas backhand strokes are hit with the back of the hand leading (like hitting with the knuckles). Players frequently play certain strokes on the forehand side with a backhand hitting action, and vice versa.
Serve	The serve must be hit in an upwards direction, with an underarm hitting action. You are not allowed to play a tennis style serve. The main rule here is that when you hit the shuttle, it must be below your waist. Use the wrist to control the power.
Drop shot	A slow drop shot would cause the shuttle to land at your opponent's frontcourt area, as close to the net as possible. The point of contact would be above the racket shoulder. It is executed with the intent of moving your opponent to the frontcourt which would hopefully allow you to take advantage of their weak return. Move the racket quickly at the beginning of the stroke to disguise the shot.
Clear	Clears are the most common and important of all badminton strokes and can be played overhead or underarm. These shots can be played on both the forehand and backhand sides. Use the clear to move your opponent to the backcourt. It will create space in the frontcourt for you to exploit. Use your wrist to generate power and 'swat' the shuttle instead of swinging at it with a whole body motion.

Fitness

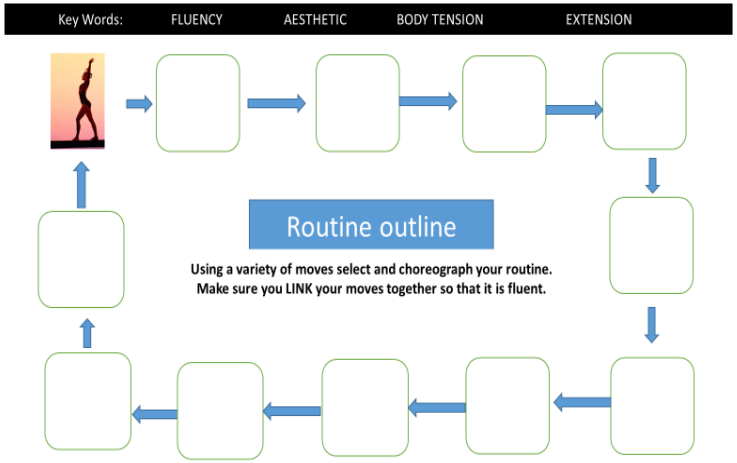
Agility - changing direction quickly to react to the opponent's shot
Speed – to move in multiple directions quickly
Power – to generate power for a smash
Coordination – landing and shot movement
Reaction – to react to the opponent's shot

Year 7 Football aim:
To enhance skill development

Rules	7-a-side (on the astro-turf) You cannot score from inside the area Players are allowed to enter the area The game continues from the rebound boards: There are no throw-ins There are no 'off-sides' The ball is allowed over-head height Games begin with a drop-ball All outfield players must wear shin-pads A foul or a handball will result in a free-kick A foul or a handball in the area results in a penalty	Evaluation and Analysis vocabulary: **Area of strength** — **Area of weakness** **Teaching points** — **Detailed breakdown** **In depth** — **Because** **As opposed to** — **The same as**
Skills	**Dribbling**	Keep the ball close to you and use lots of little touches with your laces to manoeuvre the ball. Use various parts of your foot. Used in tight spaces.
	Running with the ball	Knock the ball out in-front of you so that you can build up speed, but keep it controlled. Use your laces so as not to break stride. Used when accelerating into open space.
	Short pass	Use the inside or outside of your foot (not the laces). Contact the centre of the ball. The ball should 'skid' along the surface of the pitch.
	Lofted pass	Clip underneath the ball. Contact the ball with the big toe area of your foot. The ball should travel in the air, with backspin, and land at your teammates feet.
	Shooting	Strike through the middle of the ball with your laces. Aim for the corners and go across goal when at an angle. The ball should travel fast but should stay low.
	Defending	Jockey the attacker first to slow them down; keep a yard away and remain in a defensive stance. Use your body position, whilst you are jockeying, to show them onto their weak foot or into a particular area of the pitch. Attempt a tackle when you feel you can win the ball.
Fitness	**Agility -** changing direction quickly; when defending to stay with a player or attacking to go around a player **Cardiovascular endurance -** being able to play an entire game (a full game is 90 mins long) **Coordination –** all of the skills listed above require coordination **Power –** when striking a ball you need a combination of speed and strength to ensure a powerful strike	

Year 7 Gymnastics Knowledge Organiser

Key words	Definition
1.Aesthetically pleasing	An artistically beautiful or pleasing appearance of a skill or sequence.
2. Precision	Gymnasts fine tune it a skill, hone it to perfection, and make it more precise.
4.Centre of gravity	The place in a system or body where the weight is evenly dispersed, and all sides are in balance
5. Fluency	Being capable to move effortlessly and smooth with ease once mastered a skill or sequence.
6. Canon	Gymnasts perform the same routine or skills one after the other.
7. Unison	Gymnasts perform the same routine or skills at exactly the same time.
8. Mirror	Reflecting the movements of another person as if they are a **mirror** image (facing each other)
9. Matching	Copying the movements of another person as if they raise their left arm the person raises their left arm.



Success Criteria

Quality: Producing a routine of high quality or merit
Tension: A force tending to straighten or elongate something
Extension: extending throughout the body along specific lines, planes and alignments during every movement
Control: To exercise authority over something
Creativity: To use your imagination to create a sequence.

Skills

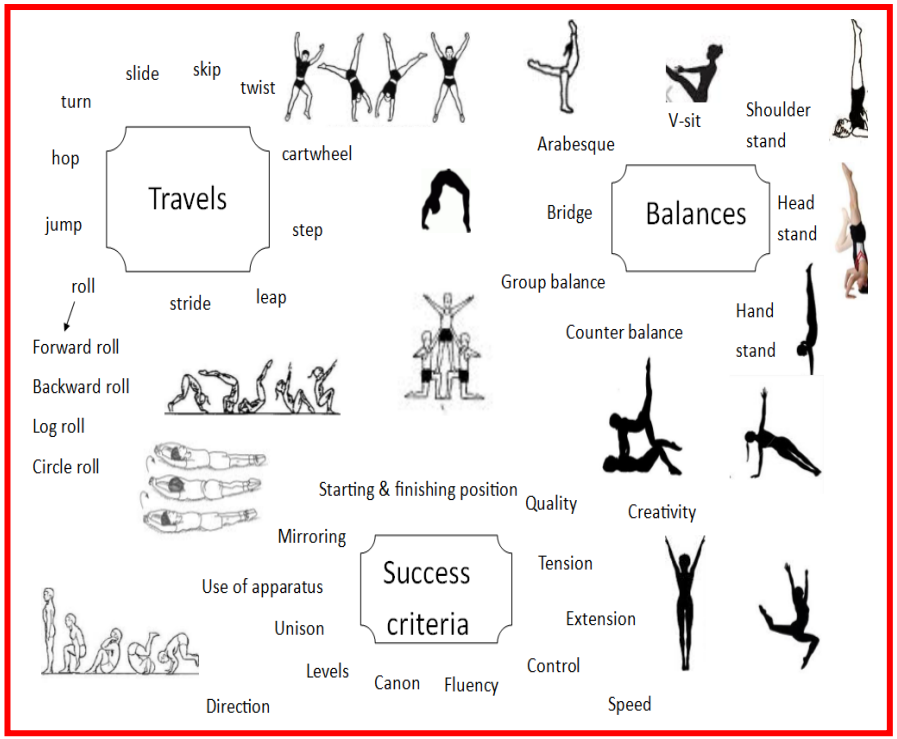
Rolls
Froward roll, backward roll, log roll, teddy bear roll & circle roll

Jumps
Straight, star, straddle & pike

Travels
Twisting and turning, rotation, cartwheel, leap, slide, hop & skip

Balances
V Sit, long sitting, front and back support, arabesque, head stand, counterbalances, group balances & shoulder stand

Sequence
Three or more skills which are performed together creating a different combination skill



Positive feedback

- Well done, the way you… was really effective because…
- The best part of your technique was…because you…
- You showed good control when… because you…

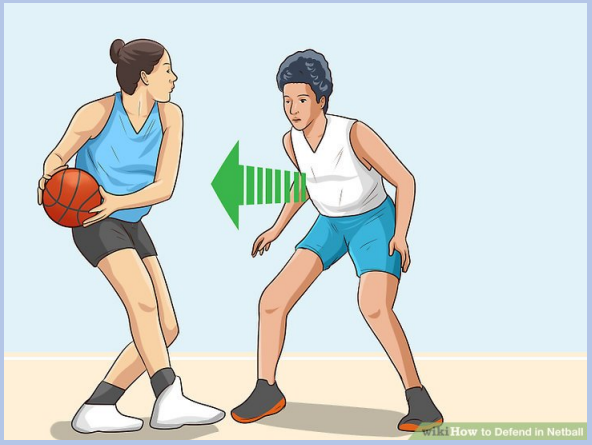
Constructive feedback

- It would really help if you could…
- Try to … make your technique even better
- When you… remember to…

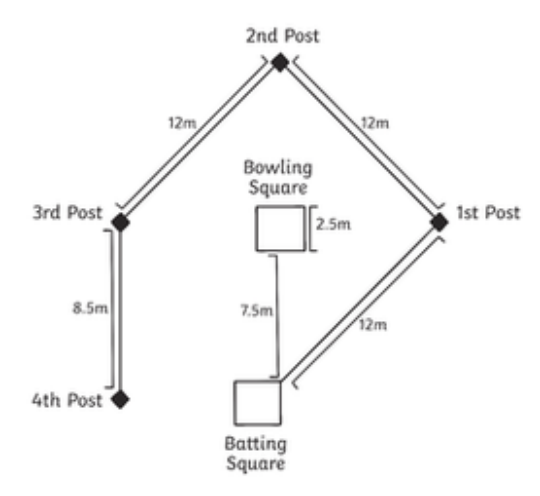
Fitness Components

Strength: The ability to overcome a resistance. This can be explosive, static or dynamic:
Speed: The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time, putting the body parts into action as quickly as possible. Calculated by distance ÷ time
Agility: The ability to move and change direction quickly (at speed) whilst maintaining control.
Balance: The maintenance of the centre of mass over the base of support. Reference can be made to whilst static (still) or dynamic (whilst moving).
Flexibility: The range of movements possible at a joint.

Year 7 Lineball aim:
To enhance skill development

Rules	You can only hold the ball for **3 seconds (held ball)** You must be at least **1 metre** away from the player with the ball **(obstruction)** You **cannot** move your landing foot **(footwork)** Once you have thrown the ball to the player on the line you must join them on the line. **(score)** The game be played across any rectangle, with two side lines and two goal lines.  	Evaluation and Analysis vocabulary: **Area of strength** **Area of weakness** **Teaching points** **Detailed breakdown** **In depth** **Because** **As opposed to**
Skills	**Chest pass**	W shape/elbows bent/one foot forward/chest to chest/follow through/short distance pass
	Bounce pass	W shape/elbows bent/one foot forward/aim for the ball to bounce near partner's feet (not in the middle)short distance
	Shoulder pass	1 handed/ sideways on/ shoulder to shoulder/ one foot forward/ follow through/ long distance
	Footwork and landing	Landing both feet at the same time (shoulder distance apart) you can then choose which foot to pivot around Landing 1 foot and then the other, first landing foot is the foot that does not move If landing foot moves then this is known as footwork and is a free pass to the other team
	Dodging	**Sprint dodge** - sprint quickly away from your player to get the ball **Single feint** - pretend to go one way and then sprint in the opposite direction **Double feint** - pretend to go both ways and then sprint in one direction
	Marking	**Player to player marking**/ sideways on/ watching the ball and the player/ on your toes/ trying to intercept a pass **Marking the ball/** 1m away from player/ stretch both arms out as wide as possible/ stand on toes/ wide base
Fitness	**Agility -** changing direction quickly **(dodging)** **Cardiovascular endurance -** being able to play an entire game **Coordination -** landing, pivoting, passing, marking and intercepting **Balance** - when receiving the ball, when shooting, when marking the player with the ball	

Year 7 Rounders aim:
AO1: To enhance skill development and demonstrate these techniques

Rules	**You are out when:** A fielder has caught the ball straight away once you have hit the ball Running inside post The post you are running to is stumped before you have reached it If you overtake another batter who was in front of you **When bowling:** Must be a smooth underarm action Ball must be below head and above knee of the batter Ball cannot bounce Ball must not be wide or straight at the body The Bowler's foot must remain inside the square during the bowling action Evaluation and Analysis vocabulary: **Area of strength** **Area of weakness** **Teaching points** **Detailed breakdown** **In depth** **Because** **As opposed to**
Scoring	1 Rounder if ball is hit and 4th post is reached and touched before next ball is bowled 1 Rounder if ball is hit and 4th post is reached on a no ball (you can't be caught out on a no ball) ½ Rounder if 4th post reached without hitting the ball ½ Rounder if ball is hit and 2nd or 3rd post reached and touched before next ball is bowled – but if you continue this run and are put out before reaching 4th post, the score will be forfeited Penalty ½ Rounder for an obstruction by a fielder Penalty ½ rounder for 2 consecutive no balls to same batter You can score in the normal way on a backward hit but must remain at 1st post while the ball is in the backward area. 

Skills	**Underarm throw**	Dominant leg in front, swing arm back and release the ball in line with the shoulder
	Catching	Low catching – fingers pointing down to the ground with little fingers crossed. When the ball hits the hand, fingers close around it and the ball is bought into the body to cushion the catch. High catching – fingers pointing up with thumbs crossed (often used to catch the ball above the head).
	Ground Fielding	Long barrier – moving to the line of the ball and creating a barrier by kneeling down, with no gaps between knee and heel, to help stop a moving ball. One/ two handed pickups – with the foot in line with the ball on pick up, ensuring a low body position to safely stop the ball, put fingers to the ground behind the ball.

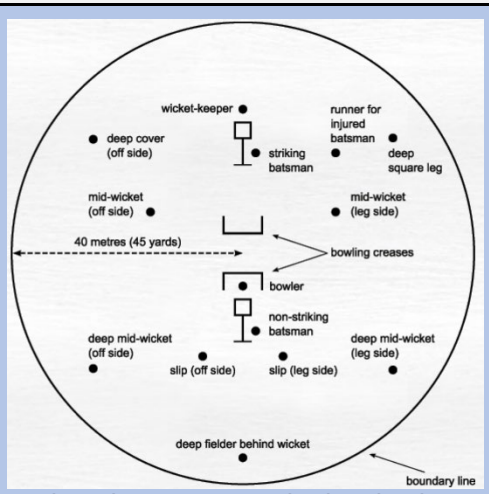
Stoolball aim:
Develop tactical awareness in a game situation

Rules

- Stoolball is set up with two teams of 11 players who take it in turn to bat and bowl.
- When one team is batting, they try and score as many runs as they can by hitting the ball around the field and running to the opposite post and touching it with their hand or bat.
- The other team must get them out by bowling the ball at the square post.
- The team with the most amount of runs at the end of innings wins. (If all 11 members of the team are deemed out the game is over).
- If the ball is hit by a batter over the boundary area with out bouncing 6 runs are added to the batting teams score, if it is hit over the boundary but bounces 4 runs are added to the score.

How a player is out in stoolball:

- The ball being **caught** off the bat by a member of the fielding team.
- Being **bowled** out with the ball hitting the post.
- **BBW** (body before wicket) when the ball is deemed to be going on and hitting the post but is obstructed by a batter's body.
- **Run out** when the batters are going for a run or runs and but fall short of the batting crease when the stumps are broken by the fielding team.



Evaluation and Analysis vocabulary:

Area of strength

Area of weakness

Teaching points

Detailed breakdown

In depth

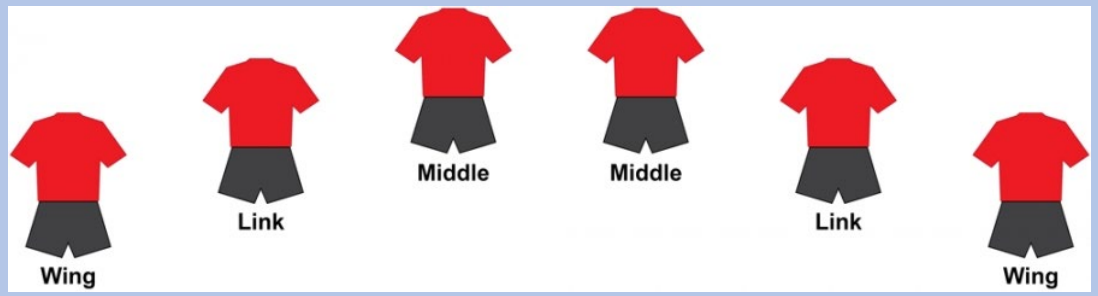
Because

Skills	**Batting**	Batting action is similar to rounders holding the bat in one hand in a sideward stance with bat held between hip and head height at 90 degree angle from elbow.
	Bowling	Bowling is underarm from between the bowling creases (see picture above) towards the other posts. If bowled outside the bowling crease it is deemed as a 'no ball'. The ball must reach the batter 24 inches above the ground
	Ground Fielding	Long barrier – moving to the line of the ball and creating a barrier by kneeling down with no gaps between knee and heel to help stop a moving ball. One/ two handed pickups – with foot in line with the ball on pick up ensuring a low body position to safely stop the ball.
	In the air fielding	Low catching – fingers pointing down to the ground with little finger crossed. When the ball hits the hand finger close around it and ball is bought into the body to cushion the catch. High catching – fingers pointing up with thumbs crossed (often used to catch the ball above the head).
	Wicket Keeping	Keeping hands low to the ground behind the stumps following the ball up as it bounces. Making sure they are in a position behind the stumps when a fielder has picked up the ball allowing them to try and get a run out.
	Tactical Awareness	Deciding which shots to play dependant on where the ball arrives at the batter. Where to place fielders on the field based on where the bowler is going to bowl the ball and on the batters strengths.
Fitness	**Agility -** changing direction quickly **Cardiovascular endurance -** being able to play an entire game (8 balls in an over). **Coordination –** to successfully complete pick up the ball from the floor and throwing it to gain a run out. **Balance** - when fielding the ball and to successfully hit the ball to different locations on the pitch.	

Year 7 Tag Rugby aim: AO2
Develop tactical awareness in a game situation

Rules

- Attacking players must remain behind the ball whilst active or run the risk of being called offside. **(off side)**
- In mixed TAG rugby a female try is worth 2 points **(mixed scoring)**
- If the attacking side does not score before the sixth tag has been made a changeover will be made and the other team will get the ball. **(changeover)**
- There are no conversions in Tag Rugby. **(No conversions)**
- Once tagged, a player with the ball has 3 seconds to stop and pass the ball or a free pass is awarded to the other team: defenders must all move back 1 metre once the tag is made. **(3 seconds to stop and pass)**
- After a tag is made the attacker must go back to where they were tagged and put the ball on the ground and roll it backwards with their foot. This is called a 'play the ball'. **(roll ball)**
- The defensive team is allowed one defender at the roll ball. The marker is a defender who is allowed to stand directly in front of the attacker within one metre during the. **(roll ball)**



Evaluation and Analysis vocabulary:

Area of strength

Area of weakness

Teaching points

Detailed breakdown

In depth

Because

As opposed to

Skills		
	Grip	W shape with hands on the ball and hold on the side of your hip
	Tackling	Defenders have to get close to the ball carrier using good footwork skills and then get low to reach the TAG
	Passing	Place hands at either end of the ball and carry out almost a swinging motion to pass (You must always pass backwards)
	Dodging	**Sprint dodge** - sprint quickly away from your player to get the ball

Fitness

Agility - changing direction quickly **(dodging)**
Cardiovascular endurance - being able to play an entire game **(2x20mins is full game)**
Speed – to evade defenders taking your TAG