



SOUTH WILTS GRAMMAR SCHOOL

Year 7 Fitness Standards – Physical Education

Knowledge/skills These must relate to the CURRICULUM How far have students learned the curriculum?	Working towards SWGS Standard for end of Year 7	Working at SWGS Standard for end of Year 7	Working beyond SWGS Standard for end of Year 7
FUNDAMENTALS			
Skill development	Can attempt fitness tests by correctly following set protocols to ensure they are repeatable and measurable.	Can complete fitness tests by correctly following set protocols to ensure they are repeatable and measurable. Can act as a test administrator, ensuring the correct protocol is followed.	Can complete fitness tests by correctly following set protocols to ensure they are repeatable and measurable. Can act as a test administrator, ensuring the correct protocol is followed. Can perform consistently across most components of fitness tests.
Knowledge and Understanding	Shows an adequate understanding of how different components of fitness underpin health and sporting performances. Shows some understanding of how training will improve fitness.	Is developing a good understanding of how different components of fitness underpin health and sporting performances. Can identify all components of fitness, the test used for each and can explain how these are important across different sports.	Has a very good understanding of which components of fitness are important for specific skills within a sport and can identify all tests used for each component. Are beginning to identify areas of weakness in their own performance and may be able to suggest specific training types to improve.
FITNESS			
Physical development and Fitness	Demonstrates some level of physical fitness with most scores being below average for their age.	Demonstrates a good level of physical fitness with most scores being within the normal range for their age.	Demonstrates an excellent level of physical fitness with two or more scores being above the normal range for their age.





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PSYCHOLOGICAL AND SOCIAL			
Communication, Leadership and Feedback	Can communicate verbally and non-verbally and is able to identify and share some of their own strengths and weaknesses.	Can communicate verbally and non-verbally and is able to share ideas with the class. Can lead a partner or small group drill/warm up. Can evaluate and share some strengths and weaknesses to their performance.	Can verbally communicate clearly to others with empathy and understanding and is willing to take safe risks. Always willing to challenge themselves and is confident in some leadership roles. Is beginning to apply principles of effective performance to improve their own and others' work.
Effort and Attitude	May have inconsistencies in effort but shows willingness to improve in the subject. Beginning to demonstrate positive learning behaviours and attitudes.	Shows good commitment to the subject and consistently demonstrates positive learning behaviours and engagement while developing resilience.	Shows excellent commitment to the subject, acts as a good role model to others and demonstrates a positive attitude in fitness lessons. Determined to improve own performance and may make a good contribution to the sport beyond the curriculum.
Decision making	Thinking about making the correct decisions in relation to the use of fundamental skills, time and space.	More consistently making the correct decisions at the right time and beginning to find solutions to problems they may encounter.	Consistently making correct decisions. Ability to find solutions to problems and evaluating own and others' performances with strategies to improve.





SOUTH WILTS GRAMMAR SCHOOL

Year 7 Football Standards – Physical Education

Knowledge/skills These must relate to the CURRICULUM How far have students learned the curriculum?	Working towards SWGS Standard for end of Year 7	Working at SWGS Standard for end of Year 7	Working beyond SWGS Standard for end of Year 7
FUNDAMENTALS			
Skill development	Explores and repeats fundamental and core skills with some co-ordination and control. Begins to select and apply appropriate skills such as the passing and receiving, tackling, dribbling and shooting.	Performs fundamental and core skills with increasing levels of consistency. Shows accuracy, control and fluency in isolated drills and is developing application in games and when under pressure. Attempts at some advanced skills such as the turning with the ball, long distance passing and shooting with improving levels of consistency.	Performing core skills and some advanced skills such as the turning with the ball, long distance passing and shooting consistently. These are performed with fluency, control and flair and adaptable to different situations whilst under pressure.
Knowledge and Understanding	Is beginning to develop knowledge and understanding of the rules such as fouls, timing, scoring system, throw ins, free kicks and corners. Is beginning to show understanding of roles within a team as well as positioning and space during game play.	Is developing and has a good understanding of the rules such as fouls, timing, scoring system, throw ins, free kicks and corners. Has a good understanding of positioning and is beginning to apply individual tactics within a game as well as knowledge on how to beat an opponent.	Has a very good understanding of the rules such as fouls, timing, scoring system, throw ins, free kicks and corners. Has a good understanding of positioning and is able to apply a range of tactics and strategies to make individual and team performance more effective. This knowledge is shared successfully amongst teammates.
FITNESS			
Physical development and Fitness	Demonstrates some level of physical fitness. Shows an adequate understanding of the components of fitness and how these can be applied in football.	Demonstrates a good level of physical fitness to perform in football. Shows a thorough understanding of the components of fitness and how these can be applied across all sports and the importance of each.	Demonstrates an excellent level of physical fitness to perform effectively in football. Shows a thorough understanding of the components of fitness and how these can be applied and improved across all sports.





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PSYCHOLOGICAL AND SOCIAL			
Communication, Leadership and Feedback	Can communicate verbally and non-verbally and is able to identify and share some of their own strengths and weaknesses.	Can communicate verbally and non-verbally and is able to share ideas with the class. Can lead a partner or small group drill/warm up. Can evaluate and share some strengths and weaknesses to their performance.	Can verbally communicate clearly to others with empathy and understanding and is willing to take safe risks. Willing to challenge themselves to use communication to improve team performance and is confident in some leadership roles. Is beginning to apply principles of effective performance to improve their own and others' work.
Effort and Attitude	May have inconsistencies in effort but shows willingness to improve in the subject. Beginning to demonstrate positive learning behaviours and attitudes.	Shows good commitment to the subject and consistently demonstrates positive learning behaviours and engagement while developing resilience.	Shows excellent commitment to the subject, acts as a good role model to others and demonstrates a positive attitude in hockey. Determined to improve own performance and may make good contributions to the sport beyond the curriculum.
Decision making	Thinking about making the correct decisions in relation to the use of fundamental skills, time and space.	More consistently making the correct decisions at the right time and beginning to find solutions to problems they may encounter.	Consistently making correct decisions under pressure and in different situations. Ability to find solutions to problems and evaluating own and others' performances with strategies to improve.





SOUTH WILTS GRAMMAR SCHOOL

Year 7 Fundamentals Standards – Physical Education

Knowledge/skills These must relate to the CURRICULUM How far have students learned the curriculum?	Working towards SWGS Standard for end of Year 7	Working at SWGS Standard for end of Year 7	Working beyond SWGS Standard for end of Year 7
FUNDAMENTALS			
Skill development	Explores and repeats fundamental and core skills with some co-ordination and control. Is beginning to apply and select appropriate skills in isolated drills and game play.	Performs fundamental and core skills with increasing levels of consistency. Shows accuracy, control and fluency in isolated drills and is developing application in games and when under pressure.	Performs fundamental and core skills with consistently. Shows accuracy, control, fluency and flair in isolated drills and is able to apply this in games and when under pressure. Beginning to incorporate some more advanced skills within each fundamental skill.
Knowledge and Understanding	Shows some understanding of the 6 different fundamental skills (kicking, hitting, throwing and catching, jumping, and running). Is beginning to explain how these can be linked and used across different sports.	Has a good understanding of the 6 different fundamental skills (kicking, hitting, throwing and catching, jumping, agility and running). Can explain how these can be linked and used across different sports and how these can make sports performance more effective.	Has a very good understanding of the 6 different fundamental skills (kicking, hitting, throwing and catching, jumping, agility and running). Can successfully justify how these can be linked and used across different sports and how these can make sports performance more effective. Is beginning to identify areas of weakness and how to improve upon these.
FITNESS			
Physical development and Fitness	Demonstrates some level of physical fitness in order to execute fundamental skills in drills and game play.	Demonstrates a good level of physical fitness in order to execute fundamental skills in drills and game play.	Demonstrates an excellent level of physical fitness in order to execute fundamental skills in drills and game play.





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PSYCHOLOGICAL AND SOCIAL			
Communication, Leadership and Feedback	Can communicate verbally and non-verbally and is able to identify and share some of their own strengths and weaknesses.	Can communicate verbally and non-verbally and is able to share ideas with the class. Can lead a partner or small group drill/warm up. Can evaluate and share some strengths and weaknesses to their performance.	Can verbally communicate clearly to others with empathy and understanding and is willing to take safe risks. Always willing to challenge themselves and is confident in some leadership roles. Is beginning to apply principles of effective performance to improve their own and others' work.
Effort and Attitude	May have inconsistencies in effort but shows willingness to improve in the subject. Beginning to demonstrate positive learning behaviours and attitudes.	Shows good commitment to the subject and consistently demonstrates positive learning behaviours and engagement while developing resilience.	Shows excellent commitment to the subject, acts as a good role model to others and demonstrates a positive attitude in fitness lessons. Determined to improve own performance and may make a good contribution to the sport beyond the curriculum.
Decision making	Thinking about making the correct decisions in relation to the use of fundamental skills, time and space.	More consistently making the correct decisions at the right time and beginning to find solutions to problems they may encounter.	Consistently making correct decisions. Ability to find solutions to problems and evaluating own and others' performances with strategies to improve.





SOUTH WILTS GRAMMAR SCHOOL

Year 7 Gymnastics Standards – Physical Education

Knowledge/skills These must relate to the CURRICULUM How far have students learned the curriculum?	Working towards SWGS Standard for end of Year 8	Working at SWGS Standard for end of Year 8	Working beyond SWGS Standard for end of Year 8
FUNDAMENTALS			
Skill development	Performs fundamental movements such as steps, rolling (log, teddy, side, 007, forward, backward, shoulder) and jumping with some consistency. Also performs individual balances with some consistency (V-sit, bowl, inverted bowl, forward and backward plank, arabesque) and has been introduced and attempted partner balances. Is able to perform these with some accuracy, control and fluency.	Performs fundamental movements such as steps, rolling (log, teddy, side, 007, forward, backward, shoulder) and jumping consistently as well as performing individual and partner balances. Is able to perform these with accuracy, control and fluency. Beginning to attempt more advanced skills such as handstand forward roll, round off and walkovers.	Performing fundamental movements and advanced movements such as handstand forward roll, round off and walkovers. These are performed with fluency, control, flair and aesthetically pleasing in isolation and during performance.
Knowledge and Understanding	Has a good understanding of rolls, steps, jumps and balances and shows some consistency when refining body shape in positions and balances. Is developing knowledge around whole body control when developing locomotion and balances and demonstrates an understanding of what aids and improves performance. Has knowledge of how to safely carry and use apparatus.	Has a very good understanding of rolls, steps, jumps and balances and shows some consistency when refining body shape in positions and balances. Demonstrates good knowledge around whole body control when developing locomotion and balances and what can improve this. Has knowledge of how to safely carry and use apparatus.	Has an excellent understanding of rolls, steps, jumps and balances and is able to consistently refine body shape in positions and balances during fundamental and advanced movements. Demonstrates excellent knowledge around whole body control when developing locomotion and balances and can evaluate on both their own performance as well as others.
FITNESS			





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Physical development and Fitness	Demonstrates some level of physical fitness. Shows an adequate understanding of the components of fitness and how these can be applied in gymnastics.	Demonstrates a good level of physical fitness to perform in gymnastics. Shows a thorough understanding of the components of fitness and how these can be applied in gymnastics and the importance of each.	Demonstrates an excellent level of physical fitness to perform effectively in gymnastics. Shows a thorough understanding of the components of fitness and how these can be applied and improved.
PSYCHOLOGICAL AND SOCIAL			
Communication, Leadership and Feedback	Can verbally communicate clearly to others with empathy and understanding and is willing to take safe risks. Is beginning to take on different roles and responsibilities within a group. Beginning to apply principles of effective performance to their own and to others' work.	Can verbally communicate effectively to others to improve performance and is confident taking on various roles including leadership roles. Is able to successfully apply principles of effective performance to their own and others' work.	Communicates effectively to improve performance, motivate and inspire others. Demonstrates excellent leadership qualities. Applies principles of effective performance to improve their own and others' work with suggestions to improve.
Effort and Attitude	Shows good commitment to the subject and consistently demonstrates positive learning behaviours and attitudes in each activity while developing resilience.	Shows very good commitment to the subject consistently demonstrates positive learning behaviours and attitudes across all activities. Shows good commitment to sport beyond the curriculum.	Shows excellent commitment to the subject, acts as a good role model to others and often goes above and beyond. Determined to improve on own performance and to challenge and make progress and may show good commitment to sport beyond the curriculum.
Decision making	More consistently making the correct decisions at the right time and finding solutions to problems they may encounter.	Consistently making correct decisions and adapting to changing circumstances.	Consistently making correct decisions in different situations. Ability to adapt decisions in order to perform effectively.





SOUTH WILTS GRAMMAR SCHOOL

Year 7 Netball Standards – Physical Education

Knowledge/skills These must relate to the CURRICULUM How far have students learned the curriculum?	Working towards SWGS Standard for end of Year 7	Working at SWGS Standard for end of Year 7	Working beyond SWGS Standard for end of Year 7
FUNDAMENTALS			
Skill development	Explores and repeats fundamental and most core skills with some co-ordination and control. Begins to select and apply appropriate skills such as different passing and receiving, signalling, footwork and mobility, getting free, marking player with and without ball, and shooting.	Performs fundamental and core skills with increasing levels of consistency. Shows accuracy, control and fluency in isolated drills and is developing application in games and when under pressure. Demonstrates the ability to select and combine most skills.	Performing core skills and some advanced skills such as 'running footwork', receiving the ball whilst turning in the air. These are performed with increasing fluency and control and evident in competitive play.
Knowledge and Understanding	Is beginning to develop knowledge and understanding of the rules such as footwork, held ball, offside, replayed ball, throw ins, contact and obstruction. Have some understanding of the roles and responsibilities of each position. Understand starting positions for centre pass and scoring/consequent centre passes.	Is developing and has a good understanding of the rules such footwork, held ball, offside, replayed ball, throw ins, contact, obstruction and short pass. Has a good understanding of positioning, roles and responsibilities of all players and more in depth knowledge for a first and second choice position. Is beginning to apply individual tactics within a game. Understands how to create and move into space effectively.	Has a very good understanding of the rules such as footwork, held ball, offside, replayed ball, throw ins, contact, obstruction and short pass. Has a good understanding of positioning and is able to apply a range of tactics and strategies to make individual and team performance more effective. This knowledge is shared successfully amongst teammates.
FITNESS			
Physical development and Fitness	Demonstrates some level of physical fitness. Shows an adequate understanding of the	Demonstrates a good level of physical fitness to perform in netball. Shows a sound understanding of the components of fitness and how these can	Demonstrates an excellent level of physical fitness to perform effectively in netball. Shows a thorough understanding of the components of





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	components of fitness and how these can be applied in netball	be applied across all sports and the importance of each.	fitness and how these can be applied and improved across all sports.
PSYCHOLOGICAL AND SOCIAL			
Communication, Leadership and Feedback	Can communicate verbally and non-verbally and is able to identify and share some of their own strengths and weaknesses.	Can communicate verbally and non-verbally and is able to share ideas with the class. Can evaluate and share some strengths and weaknesses to their performance.	Can verbally and non-verbally communicate clearly with others and is willing to take safe risks. Willing to challenge themselves to use communication to improve team performance and is developing confidence in some leadership roles. Is beginning to apply principles of effective performance to improve their own and others' work. Can lead a netball warm up with their team.
Effort and Attitude	May have inconsistencies in effort but shows willingness to improve in the subject. Beginning to demonstrate positive learning behaviours and attitudes.	Shows good commitment to the subject and consistently demonstrates positive learning behaviours and engagement while developing resilience.	Shows excellent commitment to the subject, acts as a good role model to others and demonstrates a positive attitude in netball. Determined to improve own performance and may make good contributions to the sport beyond the curriculum.
Decision making	Thinking about making the correct decisions in relation to the use of fundamental skills, time and space.	More consistently making the correct decisions at the right time and beginning to find solutions to problems they may encounter.	Consistently making correct decisions under pressure and in different situations. Ability to find solutions to problems and evaluating own and others' performances with strategies to improve.

