

# KS4 Core Physical Education

## Curriculum Intent

It is our intent within the delivery of Physical Education to prepare students for the future by equipping them with the knowledge to lead a physically and mentally healthy and active lifestyle. We aim to provide a broad and balanced curriculum which develops depth of not only a range of physical activities, but challenging opportunities to understand the exercise physiology and psychology behind the performer. These activities will range from your traditional sports such as Rugby & Netball to activities that are more contemporary such as Yoga & Tchoukball. We also deliver a mixture of team sports like Football, Handball & Basketball as well as a good range of individual sports such as Badminton, Trampolining, Dance & Tennis, ensuring breadth and depth for all our students. Students will also learn to be critical thinkers; analysing data and performance to improve on aspects of their own or other peoples' skills and fitness.

We are determined in PE that our school curriculum will engage, inspire, challenge and motivate students, securing knowledge and skills to enhance student's personal development, providing life-long learning and increasing their employability.

Within PE, students will develop their communication skills, demonstrating how to express their views, whilst working collaboratively within teams to problem solve in order to be successful. Students will also have opportunities to work independently to showcase their skills and be placed in challenging situations where they can develop resilience. Students will also improve their knowledge of a range of activities for example, the individual roles of players, rules of each activity and role and hand signals of all officials as well as tactical knowledge to outwit your opponent.

Additionally, within the curriculum students consider the fundamental British Values of democracy, the rule of law through officiating games, individual liberty and mutual respect through working with others and tolerance of those with different views and opinions, particularly when choreographing aesthetic activities. Furthermore, students will have the opportunity to research basic first aid and the effect of health eating on your bodies.

A major focus currently of the PE curriculum is supporting students Mental Wellbeing. We will regularly evaluate the impact physical activity has on their own or others' mental health; educating students on the benefits of physical exercise on improving mental wellbeing, as well as promoting positive experiences of physical exercise by studying a very broad range of activities to help students find something they enjoy and would like to pursue.

There is more to Physical Education than just been able to play different sports. Students will learn the fundamental skills that will allow them to be able to contribute fully to not only the school but the wider community now and to prepare students for the future. Students learn about fair play, how to be disciplined in times of challenge, gracious in times of defeat and to honour sportsmanship regardless of how others treat us.

Students will develop a sense of belonging; how they can contribute to a team, the need for organisation, for punctuality, for reliability and ultimately, they will learn that actions have consequences.

At Brine Leas, students will be able to apply these practical and fundamental skills by taking part in a phenomenal provision and availability of enrichments and extension provision within the wider community. From Inter-House sporting events, extra-curricular clubs, representing the school in many of our sporting teams, representing Crewe & Nantwich in our Level 3 competitions. Whilst also having the opportunity to become a sporting Leader, completing a Level 1 Leadership course by working with local feeder schools and involving the community to achieve the necessary volunteer hours needed to complete the course. Furthermore, students may have the opportunity to go on a trip to Wimbledon, where students will be able to learn about some of the more contemporary influences in sport which have developed sport into the multi-billion pound business that it is now. In addition, throughout all key stages we invite guest speakers in to discuss their experiences, their achievements and how they may have overcome adversity to get to where they are now.

Sport is a global and expanding industry and by studying PE students have the opportunity to be a part of something new and exciting. In Key stage 4 & 5 students gain an insight into the socio-cultural influences affecting participation in sport, whilst also exploring the global commercialisation that links sports and business, providing an awareness into the strategic challenges that face the behind the scenes of televised sport such as: sports organisations, sports governance, sports policies, sports marketing and sports economics.

It would be unfair to say that studying PE is easy; learning does take a lot of time, effort and dedication. Students will be pushed out of their comfort zone, studying three completely different topics in exercise physiology, psychology and socio-cultural influences. Students will also learn to be critically analytical of their own and others performances. But most importantly you will love it, you will have fun and you will be well equipped to be successful!

### **Homework**

N/A

### **Clubs and/or intervention**

We have a range of extra-curricular clubs on offer to develop skills and tactics

### **Parental/Carer support**

Encourage children to live an active and healthy lifestyle by supporting food choices at home and supporting children in clubs/activities outside of school to keep fit and well

### **Helpful sources of information**

Sport England, Brine Leas PE twitter account, BBC GCSE AQA PE Bitesize

### **Connections to future pathways**

Careers: Dietician, Sports Psychologist, PE teacher, Doctor, Coach, Physiotherapist, Professional athlete, Sports analyst, Sports journalism, Public services, Police officer, Fitness instructor

Future learning (L3 and L4)

➤ A Level PE qualification

## Schedule Year 10 & Year 11

|  | Option 1         | Option 2   | Option 3         | Option 4      |
|--|------------------|------------|------------------|---------------|
| BLOCK 1 – 8 weeks (12 lessons)                   | Ultimate Frisbee | Floorball  | Benchball        | Boxercise     |
| <b>Half term</b>                                 |                  |            |                  |               |
| BLOCK 2 – 7 weeks (11 lessons)                   | Football         | Badminton  | Ultimate Frisbee | Trampoline    |
| <b>Xmas</b>                                      |                  |            |                  |               |
| BLOCK 3 – 4 weeks (6 lessons)                    | Basketball       | Tag rugby  | Floorball        | Benchball     |
| BLOCK 4 – 4 weeks (6 lessons)                    | Hockey           | Dodgeball  | Ichoukball       | Indoor Tennis |
| BLOCK 5 – 4 weeks (6 lessons)                    | Handball         | Volleyball | Volleyball       | Yoga/Pilates  |
| <b>Easter – opportunity to re-choose pathway</b> |                  |            |                  |               |
| BLOCK 6 – 3 weeks (5 lessons)                    | Cricket          | Basketball | Rounders         | Tennis        |

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| BLOCK 7 – 4 weeks (6 lessons) | Tennis   | Rounders  | Athletics | Rounders  |
| BLOCK 8 – 4 weeks (6 lessons) | Softball | Athletics | Boxercise | Floorball |

## Year 10 Overview

| Term | Knowledge | Connections to learning |
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**Maximum Levels  
(Football, Rugby, Handball, Basketball, OAA, Tennis & Cricket)**

1. Trying to win and always be your best
2. Using advanced strategies/tactics
3. Improve your skills and develop advanced skills
4. Play competitively
5. Succeed under pressure
6. Improve as a team player and a leader
7. Officiate competitive situations
8. Analyse performance to improve others and yourself Learn to win and lose
9. Make the right lifestyle choice to be better in sport
10. Work independently as well as in a team

Pathway  
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➤ Football

The rules of the game:

- Rule 1: Scoring  
A goal is scored if the ball crosses the goal-line (under the crossbar and between the goalposts), provided no-one has violated the rules. The team that scores the most goals wins.
- Rule 2: Offside  
A player is offside if he/she is closer to the opposing goal-line (within the opposing half) than a defender when the ball is kicked. A player caught offside concedes a free-kick.
- Rule 3: Fouls and misconduct  
Fouls in football include doing any of the following to an opposing player:  
Tripping  
Kicking  
Pushing  
Charging  
Striking or attempting to strike them

Prior learning of

- Passing and receiving (control using both feet and thigh)
- Dribbling - close control, use of inside and outside of dominant foot.
- Shooting - short and long range with dominant foot, half volley.
- Tackling - block, lunge, slide.
- Heading – distance and height

Future learning of

- Muscle action
- Tactical strategies
- Effects of exercise on the body
- Psychological theories of performance

Connections to the curriculum

- Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a
- SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf
- Relationships & Sex Education – 2a

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|  | <p>It is also considered foul-play when an outfield player handles the ball while in play, or when a goalkeeper handles it outside of the penalty area.</p> <ul style="list-style-type: none"> <li>• Rule 4: Free kicks<br/>A free-kick restarts play after a foul or other rule infringement. It is usually taken from the spot where the violation occurred. The two types of free-kick are:<br/><i>Direct:</i> The taker can score directly.<br/><i>Indirect:</i> Another player must touch the ball before a goal can be scored.</li> </ul> <p><u>The strategies to maximise effectiveness of game play:</u></p> <ul style="list-style-type: none"> <li>• Individual Positioning skills (attack and defence) e.g. tracking back and supporting runs</li> <li>• Set plays</li> <li>• Pass/dribble/shoot/tackle/jockey decision making</li> <li>• Roles in formation</li> </ul> |  |
|  | <p>➤ <u>Rugby</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• Handling - Students to learn about direction of passing (not forwards) and the offside rule</li> <li>• Tackling –Ensure pupils tackle with the shoulder with their head to one side to prevent injury</li> <li>• Maul –defend a maul legally, ensuring they don't come around the side of purposely collapse the maul. Pupils are not allowed to lineout in year 7 so we don't teach mauling from lineout until year 9, but only from open play.</li> </ul>  | <p>Prior learning of</p> <ol style="list-style-type: none"> <li>1. Handling (passing and receiving, long and short, at varying pace, push, spin, switch/scissors).</li> <li>2. Tackling (front, rear, side, chop).</li> <li>3. Maul (body position, binding, retaining ball).</li> <li>4. Ruck (body, position, jackle, sealing off).</li> <li>5. Kicking (at least two types from punt/spiral, re start, box kick, up and under</li> </ol> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Ruck –rules around ruck entry, ensuring they enter through ‘the gate’. Year 7 to focus on defending the ruck rather than attacking the ruck which is taught in year 8.</li> <li>• Kicking – Focus on the offside rule around kicking and the rule regarding kicking inside and outside of the 22 yard area.</li> <li>• Scrum –no pushing.</li> </ul> <p><u>Tactics and Strategies</u></p> <ul style="list-style-type: none"> <li>• Getting on side. Individual positional skills in open play (attack and defensive) – eg lines of running, last tackle options, line speed, when to come up/ drop back/drift out/step in. Pass/run/kick/tackle decision making. Role in formation.</li> </ul> | <ul style="list-style-type: none"> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul>   |
| <p>➤ <u>Handball</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• Passing – Any form of passing is allowed in handball but we want to see one hand passing at all times.</li> <li>• Receiving – Pupils cannot take more than 3 steps without bouncing the ball after receiving it</li> <li>• Shooting – Players must shoot from outside the D. Players can jump into the D but must release the ball before their feet touch the floor</li> <li>• Moving with the ball – Players cannot take more than 3 steps without bouncing the ball. They cannot be stationary with the ball for more than 3 seconds. Players cannot bounce the ball in 2 hands. Players</li> </ul>                                  | <p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Passing – shoulder, bounce, (stationary and on the move).</li> <li>➤ Receiving – making a target (signalling), one/two handed catch – stationary and on the move,</li> <li>➤ Shooting – standing, jump.</li> <li>➤ Moving with the ball – dribbling/dodging.</li> <li>➤ Jockeying/marketing/blocking/tackling.</li> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> |

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| <p>cannot dribble, stop dribbling and dribble again (double dribble).</p> <ul style="list-style-type: none"> <li>• Tackling/Jockeying - Players can make contact in the chest with bent arms only. Players not to make contact elsewhere. Player can block with their body and intercept.</li> </ul> <p><u>Tactics and strategies</u></p> <ul style="list-style-type: none"> <li>• When to dribble, run, pass, shoot, level of successful passes. Interception, blocking decision making. Creating and finding space. Individual positional skills (attack and defence).</li> </ul>   | <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul>   |
| <p>➤ <u>Basketball</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• The ball may either be passed from one player to another, or dribbled by a player from one point to another (bounced while walking or running).</li> <li>• Before passing or shooting the ball, a player may take two steps (without dribbling).</li> <li>• Once a player has stopped dribbling, he may not start to dribble again.</li> <li>• Once the team in possession of the ball has passed the half-court line, it may not cross back over the line with the ball.</li> <li>• A personal foul occurs when there is illegal contact between two opponents. A player who makes more than five personal fouls is excluded from the game.</li> </ul> | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>• Dribbling – using both hands, change of pace and direction.</li> <li>• Passing – chest, javelin, bounce, overhead, use of the fake.</li> <li>• Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing.</li> <li>• Shooting – lay-up, set shot, jump shot, free shot, use of the fake.</li> <li>• Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).</li> <li>• Basic throwing, passing and catching skills.</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>• Muscle action</li> <li>• Tactical strategies</li> <li>• Effects of exercise on the body</li> </ul> <p>Psychological theories of performance</p> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>• Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> </ul> |

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| <ul style="list-style-type: none"> <li>• A foul made on a player attempting a shot results in the awarding of the same number of free-throws as those of the shot taken (two from inside the arc, three from outside). If a player is fouled but makes the attempted shot, the shot counts and an additional free-throw will be awarded.</li> <li>• Once a team has made four fouls in a period, each additional foul (on a player not attempting a shot) will result in the automatic awarding of two free-throws.</li> </ul> <p><u>Tactics and strategies</u></p> <ul style="list-style-type: none"> <li>• Beating opponent – feint and drive to the basket.</li> <li>• Feint and shoot.</li> <li>• Set plays – offense and defence Individual positional play.</li> <li>• Variety of attacking movements.</li> <li>• Switching hands during dribble – cross over step.</li> <li>• Pass/dribble/shoot decision making.</li> <li>• Screen, pick and roll.</li> </ul> <p>Effectiveness in team tactics/ strategy, eg zone defence, fast break etc. Double team defence</p> | <ul style="list-style-type: none"> <li>• SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>• Relationships &amp; Sex Education – 2a</li> </ul>   |
| <p>➤ <u>OAA</u></p> <p>Develop 4 key skills:</p> <ul style="list-style-type: none"> <li>• Communication – giving and receiving instructions from teachers and peers</li> <li>• Problem Solving</li> <li>• Teamwork</li> <li>• Map Reading</li> </ul>   | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Body systems</li> <li>➤ Psychological theories of performance</li> <li>➤ Teambuilding</li> <li>➤ Problem Solving</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>➤ Develop understanding of these skills for use in later life both in a sporting context and general day-to-day life</li> <li>➤ Understanding health benefits of physical activity through orienteering and teambuilding activities</li> </ul>  | <ul style="list-style-type: none"> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>➤ <u>Tennis</u></li> </ul> <p>The rules of the game taught in line with the core skills:</p> <ul style="list-style-type: none"> <li>• Rule 1 lines of tennis court to include the tramlines, baseline, service box. (singles and doubles)</li> <li>• Rule 2 service box</li> <li>• Rule 3 allow multi touch tennis</li> <li>• Rule 4 Simple scoring 1-5</li> </ul> <p><u>The tactics &amp; strategies to maximise effectiveness of game play</u></p> <ul style="list-style-type: none"> <li>• Positioning on court.</li> <li>• Cooperative rally's practising different shots</li> <li>• Decision making are important for success</li> </ul> | <p>Prior learning of</p> <p>The core skills of tennis for year 7 are:-</p> <ul style="list-style-type: none"> <li>➤ Underarm serve.</li> <li>➤ Forehand groundstroke.</li> <li>➤ Backhand groundstroke.</li> <li>➤ Dropshots (forehand and backhand)</li> <li>➤ Volleys (forehand and backhand)</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Body systems</li> <li>➤ Psychological theories of performance</li> <li>➤ Review of own performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |
|  | <ul style="list-style-type: none"> <li>➤ <u>Cricket</u></li> </ul> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• Games comprise of at least one innings where each team will take turns in batting and fielding/bowling.</li> </ul>   | <p>Prior learning of</p> <p>The core skills of cricket are:-</p> <ul style="list-style-type: none"> <li>• Batting - Grip, stance, backlift.</li> <li>• Front foot – defence, cover drive, off drive, on drive.</li> <li>• Back foot – defence, cut, pull, glance.</li> <li>• Bowling, control of line and length, regular leg/off spin OR inswing/outswing.</li> </ul>   |

- The fielding team will have a bowler bowl the ball to the batsman who tries to hit the ball with their bat.

The fielding team tries to get the batsmen out by:

- hitting the wickets with the ball when bowling
- Catching a batsman's shot on the full
- Hitting the batsman's leg in front of the wicket (LBW)
- Or hitting the wickets before the batsmen can run to the other end of the pitch

The batmen try to score as many runs as possible before getting out by:

- Hitting the ball and running between the wickets and making it to the other end before the fielders can hit the wickets with the ball. Each time you run one full length of the pitch it equals 1 run.
- Hitting the ball to the boundary along the ground is 4 runs.
- Hitting the ball over the boundary on the full equals 6 runs.
- The fielding team must get 10 batsmen out before they can change over and start batting.

#### Tactics and Strategies

- Batting – shot selection, running between the stumps, calling.
- Bowling – restricting score, maintaining line and length to different opponents, variation in chosen deliveries.

- Fielding – slip fielding, high/low catches, pick up and throw, long barrier, receiving ball from fielder (deep).
- Wicket keeper – fast/medium/ spin – standing up, receiving ball from fielder (deep).

Future learning of

- Muscle action
- Tactical strategies
- Effects of exercise on the body
- Body systems
- Psychological theories of performance
- Review of own performance

Connections to the curriculum

- Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a
- SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf
- Relationships & Sex Education – 2a

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|  | <ul style="list-style-type: none"> <li>• Fielding – individual positioning, backing up, fielding in one or two positions.</li> <li>• Wicket keeper – positioning for different bowling styles, positioning for left and right handed batter.</li> </ul> |  |
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|  | <p><b>Recreational Challenge</b><br/> <b>(Badminton, Lacrosse, Tag Rugby, Handball, Basketball, Tennis, Rounders)</b></p> <ol style="list-style-type: none"> <li>1. Work as part of a team to be successful</li> <li>2. Use tactics and strategies</li> <li>3. Improve your skills and learn new skills</li> <li>4. Take part in competitive situations</li> <li>5. Improve as a team player and a leader</li> <li>6. Officiate competitive situations</li> </ol> |  |
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| <p>Pathway<br/>2</p> | <p>➤ <u>Badminton</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• Rules for service</li> <li>• Dimensions of the court for singles and doubles play</li> <li>• Rules of scoring and officiating</li> </ul> <p><u>The strategies to maximise effectiveness of game play:</u></p> <ul style="list-style-type: none"> <li>• Variation of serve.</li> <li>• Shot selection for service return.</li> <li>• Position on court.</li> <li>• Decision making in serve.</li> <li>• Use of footwork to restrict playing backhand strokes.</li> <li>• Shot disguise/feints.</li> </ul> | <p>Prior learning of</p> <p>The core skills of Badminton:</p> <ul style="list-style-type: none"> <li>➤ Service – high, low, flick (forehand or backhand).</li> <li>➤ Overhead – clear, drop (forehand and backhand where appropriate).</li> <li>➤ Underarm – clear, drive, drop (forehand and backhand where appropriate).</li> <li>➤ Net play.</li> <li>➤ Smash.</li> </ul> <p>Future learning of:</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Body systems</li> <li>➤ Psychological theories of performance</li> <li>➤ Teambuilding</li> <li>➤ Problem Solving</li> </ul> <p>Connections to the curriculum:</p> |
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|  |  | <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul>   |
|  | <p>➤ <u>Lacrosse</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• There are 10 players allowed on the field – 3 attack, 3 middies, 3 defenders and 1 goalie.</li> <li>• For each goal in boys lacrosse, the scoring team is awarded one point. In boys lacrosse, there is not a 2 point shot (unlike the MLL which has a 2 point scoring arc).</li> <li>• There can be a maximum of 4 long poles on the field per team.</li> <li>• A lacrosse ball may not be touched by a player’s hand except by the goalie.</li> <li>• To avoid an offsides penalty, there must be four players behind the defensive-area line (when not in a man-down situation).</li> <li>• No opposing player can make contact with the goalie or the goalie’s stick when the goalie is in the goal crease area.</li> <li>• Play is stopped immediately when the ball goes out of bounds. When a shot on goal goes out of bounds, the possession is awarded to the team of the player closest to location of the ball when it went out. When the ball</li> </ul> | <p>Prior learning of<br/>The core skills of Lacrosse:</p> <ul style="list-style-type: none"> <li>➤ Passing – dominant side – underarm, and overarm.</li> <li>➤ Receiving the ball – stationary - from both sides and from the front, collecting the ball from the ground. From both side whilst running.</li> <li>➤ Moving with ball – cradling action whilst carrying the ball on either side, footwork, sidestep, dodge.</li> <li>➤ Shooting – short shots long range/overarm dominant side.</li> <li>➤ Goalkeeper – passing – dominant side – underarm, and overarm.</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Body systems</li> <li>➤ Psychological theories of performance</li> <li>➤ Teambuilding</li> <li>➤ Problem Solving</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |

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|  | <p>goes out of bounds, for any other reason other than a shot (i.e. an errant pass), the possession is awarded to the team that did not touch the ball last.</p> <p><u>Tactics and strategies</u></p> <ul style="list-style-type: none"> <li>• When to dribble/run, pass, level of successful passes.</li> <li>• Pass/shoot/tackle decision making.</li> <li>• Creating and finding space.</li> <li>• Individual positional skills (attack and defence).</li> <li>• Positioning and effectiveness in set plays.</li> <li>• Making themselves available for the ball.</li> </ul>  |   |
|  | <p>➤ <u>Tag Rugby</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• Handling – Passing backwards and sideways only. Forward pass results in turnover of the ball.</li> <li>• Tackling – Must give the tag back after taking it. No hand offs allowed. No deliberate contact allowed. Offside rule applies after every tackle. 5 tackles without a try is a turnover.</li> <li>• Evading tackle – Must not hand off. No deliberate blocking to make space.</li> </ul> <p><u>Tactics and strategies</u></p> <ul style="list-style-type: none"> <li>• Getting on side. Individual positional skills in open play (attack and defensive) – eg lines of running, last tackle options, line speed, when to come up/ drop back/drift out/step in.</li> </ul> | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>➤ 1. Handling (passing and receiving, long and short, at varying pace, push, spin, switch/scissors).</li> <li>➤ 2. Tackling (front, rear, side).</li> <li>➤ 3. Evading tackle (side step, spin, feint, dummy)</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> </ul> <p>Psychological theories of performance</p> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Pass/run/kick/tackle decision making. Role in formation. Effectiveness in crossing gain line. Positioning and effectiveness at set plays. Making themselves available for the ball. Ability to play in two or more formations.</li> </ul>   |  |
|  | <p>➤ <u>Handball</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• Passing – Any form of passing is allowed in handball but we want to see one hand passing at all times.</li> <li>• Receiving – Pupils cannot take more than 3 steps without bouncing the ball after receiving it</li> <li>• Shooting – Players must shoot from outside the D. Players can jump into the D but must release the ball before their feet touch the floor</li> <li>• Moving with the ball – Players cannot take more than 3 steps without bouncing the ball. They cannot be stationary with the ball for more than 3 seconds. Players cannot bounce the ball in 2 hands. Players cannot dribble, stop dribbling and dribble again (double dribble).</li> <li>• Tackling/Jockeying - Players can make contact in the chest with bent arms only. Players not to make contact elsewhere. Player can block with their body and intercept.</li> </ul> <p><u>Tactics and strategies</u></p> <ul style="list-style-type: none"> <li>• When to dribble, run, pass, shoot, level of successful passes. Interception, blocking decision making. Creating and finding space. Individual positional skills (attack and defence).</li> </ul> | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>➤ Passing – shoulder, bounce, (stationary and on the move).</li> <li>➤ Receiving – making a target (signalling), one/two handed catch – stationary and on the move</li> <li>➤ Shooting – standing, jump.</li> <li>➤ Moving with the ball – dribbling/dodging.</li> <li>➤ Jockeying/marketing/blocking/tackling.</li> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |

➤ Basketball

The rules of the game:

- The ball may either be passed from one player to another, or dribbled by a player from one point to another (bounced while walking or running).
- Before passing or shooting the ball, a player may take two steps (without dribbling).
- Once a player has stopped dribbling, he may not start to dribble again.
- Once the team in possession of the ball has passed the half-court line, it may not cross back over the line with the ball.
- A personal foul occurs when there is illegal contact between two opponents. A player who makes more than five personal fouls is excluded from the game.
- A foul made on a player attempting a shot results in the awarding of the same number of free-throws as those of the shot taken (two from inside the arc, three from outside). If a player is fouled but makes the attempted shot, the shot counts and an additional free-throw will be awarded.

Prior learning of

- Dribbling – using both hands, change of pace and direction.
- Passing – chest, javelin, bounce, overhead, use of the fake.
- Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing.
- Shooting – lay-up, set shot, jump shot, free shot, use of the fake.
- Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).
- Basic throwing, passing and catching skills.

Future learning of

- Muscle action
- Tactical strategies
- Effects of exercise on the body
- Psychological theories of performance

Connections to the curriculum

- Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a
- SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf
- Relationships & Sex Education – 2a

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| <ul style="list-style-type: none"> <li>Once a team has made four fouls in a period, each additional foul (on a player not attempting a shot) will result in the automatic awarding of two free-throws.</li> </ul> <p><u>Tactics and strategies</u></p> <ul style="list-style-type: none"> <li>Beating opponent – feint and drive to the basket.</li> <li>Feint and shoot.</li> <li>Set plays – offense and defence Individual positional play.</li> <li>Variety of attacking movements.</li> <li>Switching hands during dribble – cross over step.</li> <li>Pass/dribble/shoot decision making.</li> <li>Screen, pick and roll.</li> <li>Effectiveness in team tactics/ strategy, eg zone defence, fast break etc. Double team defence</li> </ul> |   |
| <p>➤ <u>Tennis</u></p> <p>The rules of the game:<br/>taught in line with the core skills.</p> <ul style="list-style-type: none"> <li>Rule 1 - lines of tennis court to include the tramlines, baseline, service box. (singles and doubles)</li> <li>Rule 2 - service box</li> <li>Rule 3 - allow multi touch tennis</li> <li>Rule 4 - Simple scoring 1-5</li> </ul> <p><u>The tactics &amp; strategies to maximise effectiveness of game play:</u></p> <ul style="list-style-type: none"> <li>Positioning on court.</li> <li>Cooperative rally's practising different shots</li> <li>Decision making are important for success</li> </ul>   | <p>Prior learning of<br/>The core skills of tennis for year 7 are:-</p> <ul style="list-style-type: none"> <li>➤ Underarm serve.</li> <li>➤ Forehand groundstroke.</li> <li>➤ Backhand groundstroke.</li> <li>➤ Dropshots (forehand and backhand)</li> <li>➤ Volleys (forehand and backhand)</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Body systems</li> <li>➤ Psychological theories of performance</li> <li>➤ Review of own performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>➤ <u>Rounders</u></li> </ul> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• One team bats while the other team fields and bowls.</li> <li>• The bowler bowls the ball to the batter who hits the ball forward on the rounders pitch. The batter then runs to as many posts as possible before the fielders return the ball to touch the post the batter is heading for.</li> <li>• If the batter reaches the 2<sup>nd</sup> or 3<sup>rd</sup> post in one hit, the batting team scores a ½ a rounder. If the batter reaches 4<sup>th</sup> post in one hit, the batting team scores a rounder.</li> </ul> <p><u>Tactics and Strategies</u></p> <ul style="list-style-type: none"> <li>• Batting – shot selection, running between the bases, calling.</li> <li>• Bowling – restricting score, variation in chosen deliveries.</li> <li>• Fielding – individual positioning, backing up, fielding in one or two positions.</li> <li>• Wicket keeper – positioning for different bowling styles, positioning for left and right handed batter.</li> </ul> | <p>Prior learning of</p> <p>The core skills of tennis for year 7 are:-</p> <ul style="list-style-type: none"> <li>➤ Batting - Grip, stance, forehand, backhand</li> <li>➤ Bowling – underarm, spin, donkey drop</li> <li>➤ Fielding – high/low catches, pick up and throw, long barrier, receiving ball from fielder (deep).</li> <li>➤ Wicket keeper – fast/medium/ spin</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Body systems</li> <li>➤ Psychological theories of performance</li> <li>➤ Review of own performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |

**Creative Movement**  
**(Trampolining, Aerobics, Dance, Yoga, Pilates, Rounders)**

1. Work creatively to plan, perform and improve routines and sequences
2. Solve problems creatively
3. Work independently as well as in a group
4. Improve your skills
5. Improve as a performer and also as a judge
6. Analyse performance to improve others and yourself
7. Make the right lifestyle choice to be better in sport

Pathway  
3

➤ Trampolining

The rules of the game:

- Students are expected to perform and use the trampolines in a safe manner at all times.
- As a minimum, a standard size trampoline is required with appropriate spotters/safety mats and head clearance. Participants may perform a 10 bounce routine of unlimited tariff (provided they are accompanied by a suitably qualified coach to supervise the routine).

The strategies to maximise effectiveness of game play:

- Tariff selection in both routines
- Placement of moves in both routines
- Maintenance of height
- Acceleration off the bed
- Control of landings

➤ Aerobics

Rules:

Prior learning of

- Basic shapes (straight, tuck, pike & straddle)
- Twists (half and full)
- Landings (seat, front, back)
- Twisting landing
- Somersaults (front/back (tucked, pike))
- Twisting somersaults

Future learning of

- Planes and axis of movement
- Physics of rotation
- Levers
- Muscle action
- Effects of exercise on the body
- Body systems
- Coaching to bring about an improvement in performance

Connections to the curriculum

- Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a
- SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf
- Relationships & Sex Education – 2a

Prior learning of

- Floor – march, step touch, grapevine
- Step – basic, tap up, over, A step, diagonal, turn step, straddle

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| <ul style="list-style-type: none"> <li>• Students must at all times observe the appropriate rules from their National Governing Body (NGB).</li> <li>• They must follow guidance from the NGB and the BAALPE document, with regards to use of protective equipment in order to ensure their own personal safety.</li> </ul> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> <li>• Height of blocks</li> <li>• Difficulty of routine</li> <li>• Choreography</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Step – lunges, forward facing lunge, side-facing lunge, tap change</li> <li>➤ Manoeuvres – knee lifts, leg lifts, hamstring curl, V step</li> <li>➤ Combinations – x-step, repeater, double repeater, L step, round the world</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |
| <ul style="list-style-type: none"> <li>➤ <u>Dance</u></li> </ul> <p>Rules/context:</p> <ul style="list-style-type: none"> <li>• Dances can either be in a solo performance, a duet performance or a group performance and should last at least 2 minutes</li> </ul> <p><u>Strategies taught for a more effective dance piece:</u></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Use of personal space</li> <li>• Use of general space</li> <li>• Dynamics/relationships between performers</li> <li>• Interpretation of music</li> <li>• Repetition</li> <li>• Change of pace</li> <li>• Focus of eye line</li> </ul> | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>➤ Travel, locomotion, stepping and pathways</li> <li>➤ Balance and stillness</li> <li>➤ Rotation, turning and weight transference</li> <li>➤ Jumps and elevations</li> <li>➤ Gestures and motifs</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul>       |

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| <p>➤ <u>Yoga</u></p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• ‘The Complete Relaxation’ technique and Antar Mouna</li> <li>• Shakti Bandha</li> <li>• Asana – for posture, flexibility, strength and balance</li> <li>• Pranayama and Bandhas</li> <li>• Yoga Nidra</li> </ul> <p>Rules:</p> <ul style="list-style-type: none"> <li>• Students must at all times observe the appropriate rules from their National Governing Body (NGB).</li> <li>• They must follow guidance from the NGB and the BAALPE document, with regards to use of protective equipment in order to ensure their own personal safety.</li> </ul> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> <li>• Difficulty of moves</li> <li>• Choreography</li> </ul> | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>• Basic Fundamentals of ABC (Agility, balance and coordination)</li> <li>• Basic jumping, hopping, skipping, landing skills</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |
| <p>➤ <u>Pilates</u></p> <p>Skills</p> <ul style="list-style-type: none"> <li>• Relaxation and Breathing</li> <li>• Control and Precision</li> <li>• Routine</li> <li>• Alignment and Centring</li> <li>• Flowing movement</li> </ul> <p>Rules:</p> <ul style="list-style-type: none"> <li>• Students must at all times observe the appropriate rules from their National Governing Body (NGB).</li> </ul>   | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>• Basic Fundamentals of ABC (Agility, balance and coordination)</li> <li>• Basic jumping, hopping, skipping, landing skills</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |

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| <ul style="list-style-type: none"> <li>• They must follow guidance from the NGB and the BAALPE document, with regards to use of protective equipment in order to ensure their own personal safety.</li> </ul> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> <li>• Difficulty of moves</li> <li>• Choreography</li> </ul>   |   |
| <p>➤ <u>Rounders</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>➤ One team bats while the other team fields and bowls.</li> <li>➤ The bowler bowls the ball to the batter who hits the ball forward on the Rounders Pitch. The batter then runs to as many posts as possible before the fielders return the ball to touch the post the batter is heading for.</li> <li>➤ If the batter reaches the 2<sup>nd</sup> or 3<sup>rd</sup> post in one hit, the batting team scores ½ a Rounder. If the batter reaches 4<sup>th</sup> post in one hit, the batting team scores a rounder.</li> </ul> <p><u>Tactics and Strategies</u></p> <ul style="list-style-type: none"> <li>• Batting – shot selection, running between the bases, calling.</li> <li>• Bowling – restricting score, variation in chosen deliveries.</li> <li>• Fielding – individual positioning, backing up, fielding in one or two positions.</li> <li>• Wicket keeper – positioning for different bowling styles, positioning for left and right handed batter.</li> </ul> | <p>Prior learning of<br/>The core skills of tennis for year 7 are:-</p> <ul style="list-style-type: none"> <li>➤ Batting - Grip, stance, forehand, backhand</li> <li>➤ Bowling – underarm, spin, donkey drop</li> <li>➤ Fielding – high/low catches, pick up and throw, long barrier, receiving ball from fielder (deep).</li> <li>➤ Wicket keeper – fast/medium/ spin</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Body systems</li> <li>➤ Psychological theories of performance</li> <li>➤ Review of own performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |

**Body & Brain**  
**(Handball, Ultimate Frisbee, Training Methods, Trampolining, OAA, Tchoukball, Athletics)**

1. Improve fitness, health, confidence and body image
2. Solve problems
3. Work independently as well as in a group
4. Work creatively to plan, perform and improve routines and sequences
5. Improve as a performer and also as a leader/organiser
6. Analyse performance to improve others and yourself
7. Make the right lifestyle choice to be better in sport

➤ Handball

The rules of the game:

- Passing – Any form of passing is allowed in handball but we want to see one hand passing at all times.
- Receiving – Pupils cannot take more than 3 steps without bouncing the ball after receiving it
- Shooting – Players must shoot from outside the D. Players can jump into the D but must release the ball before their feet touch the floor
- Moving with the ball – Players cannot take more than 3 steps without bouncing the ball. They cannot be stationary with the ball for more than 3 seconds. Players cannot bounce the ball in 2 hands. Players cannot dribble, stop dribbling and dribble again (double dribble).
- Tackling/Jockeying - Players can make contact in the chest with bent arms only. Players not to make contact elsewhere. Player can block with their body and intercept.

Tactics and strategies

Prior learning of

- Passing – shoulder, bounce, (stationary and on the move).
- Receiving – making a target (signalling), one/two handed catch – stationary and on the move,
- Shooting – standing, jump.
- Moving with the ball – dribbling/dodging.
- Jockeying/marking/blocking/tackling.

Future learning of

- Muscle action
- Tactical strategies
- Effects of exercise on the body
- Psychological theories of performance

Connections to the curriculum

- Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a
- SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf
- Relationships & Sex Education – 2a

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|  | <ul style="list-style-type: none"> <li>➤ When to dribble, run, pass, shoot, level of successful passes. Interception, blocking decision making. Creating and finding space. Individual positional skills (attack and defence).</li> </ul>  |  |
|  | <ul style="list-style-type: none"> <li>➤ <u>Ultimate Frisbee</u></li> <li>• Skills</li> <li>• Power throwing</li> <li>• Break throwing</li> <li>• Catching</li> <li>• Defence</li> </ul> <p>The rules of ultimate Frisbee:</p> <ul style="list-style-type: none"> <li>• No running with the disc</li> <li>• 10seconds to throw the disc</li> <li>• If the disc touches the ball, there is a turnover</li> <li>• Catch the ball in your opponents end zone to score a goal</li> </ul> <p><u>The strategies to maximise effectiveness of game play</u></p> <ul style="list-style-type: none"> <li>• Positioning and effectiveness at set plays</li> <li>• Making themselves available for the ball</li> <li>• Ability to play in two or more formations/positions</li> </ul> | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>• Basic Fundamentals of ABC (Agility, balance and coordination)</li> <li>• Basic core skills of: running, jumping and throwing</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |
|  | <ul style="list-style-type: none"> <li>➤ <u>Training Methods</u></li> <li>• Skills</li> <li>• Weight training</li> <li>• Circuit training</li> <li>• SAQ training</li> <li>• Continuous training</li> </ul>  | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>• Basic Fundamentals of ABC (Agility, balance and coordination)</li> <li>• Basic jumping, hopping, skipping, landing skills</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> </ul>   |

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| <ul style="list-style-type: none"> <li>Interval training</li> <li>Fartlek training</li> <li>Flexibility training</li> </ul> <p><u>Tactics and strategies</u></p> <ul style="list-style-type: none"> <li>Demonstrate their ability to select and apply exercises/skills to develop and improve their own fitness and health.</li> </ul>   | <ul style="list-style-type: none"> <li>Psychological theories of performance</li> <li>Heart rate training zones</li> <li>Training methods and principles</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>Relationships &amp; Sex Education – 2a</li> </ul>  |
| <p>➤ <u>Trampolining</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>Students are expected to perform and use the trampolines in a safe manner at all times. As a minimum, a standard size trampoline is required with appropriate spotters/safety mats and head clearance.</li> <li>Participants may perform a 10 bounce routine of unlimited tariff (provided they are accompanied by a suitably qualified coach to supervise the routine).</li> </ul> <p><u>The strategies to maximise effectiveness of game play</u></p> <ul style="list-style-type: none"> <li>Tariff selection in both routines</li> <li>Placement of moves in both routines</li> <li>Maintenance of height</li> <li>Acceleration off the bed</li> <li>Control of landings</li> </ul> | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>Basic shapes (straight, tuck, pike &amp; straddle)</li> <li>Twists (half and full)</li> <li>Landings (seat, front, back)</li> <li>Twisting landing</li> <li>Somersaults (front/back (tucked, pike))</li> <li>Twisting somersaults</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>Planes and axis of movement</li> <li>Physics of rotation</li> <li>Levers</li> <li>Muscle action</li> <li>Effects of exercise on the body</li> <li>Body systems</li> <li>Coaching to bring about an improvement in performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>Relationships &amp; Sex Education – 2a</li> </ul> |
| <p>➤ <u>OAA</u></p> <p>Develop 4 key skills:</p>   | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>Muscle action</li> <li>Tactical strategies</li> <li>Effects of exercise on the body</li> <li>Body systems</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Communication – giving and receiving instructions from teachers and peers</li> <li>• Problem Solving</li> <li>• Teamwork</li> <li>• Map Reading</li> </ul> <p>➤ Develop understanding of these skills for use in later life both in a sporting context and general day-to-day life</p> <p>➤ Understanding health benefits of physical activity through orienteering and teambuilding activities</p>   | <ul style="list-style-type: none"> <li>➤ Psychological theories of performance</li> <li>➤ Teambuilding</li> <li>➤ Problem Solving</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul>   |
|  | <p>➤ <u>Tchoukball</u></p> <p>The rules of tchoukball<br/>The strategies to maximise effectiveness of game play:</p> <ul style="list-style-type: none"> <li>• Positioning and effectiveness at set plays</li> <li>• Making themselves available for the ball</li> <li>• Ability to play in two or more formations/positions</li> </ul> <p><u>The strategies to maximise effectiveness of game play</u></p> <ul style="list-style-type: none"> <li>• Positioning and effectiveness at set plays</li> <li>• Making themselves available for the ball</li> <li>• Ability to play in two or more formations/positions</li> </ul> | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>• Basic Fundamentals of ABC (Agility, balance and coordination)</li> <li>• Basic core skills of: running, jumping and throwing</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |
|  | <p>➤ <u>Athletics</u></p> <p>Rules:</p>  | <p>Prior learning of</p> <p>Track –</p> <ul style="list-style-type: none"> <li>• Starts and finishes, arm action, leg action</li> <li>• Jumps – run up/speed, take-off, flight and landing</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Students must at all times observe the appropriate rules from their National Governing Body (NGB).</li> <li>• They must follow guidance from the NGB and the BAALPE document, with regards to use of protective equipment in order to ensure their own personal safety.</li> </ul> <p><u>Strategies/tactics to maximise effectiveness:</u></p> <ul style="list-style-type: none"> <li>• Track – use of blocks, drive and pick up phase, (sprints/sprint hurdles).</li> <li>• Starts and finishes.</li> <li>• Pacing strategy (stride pattern – hurdles), breaking from the group. Throws – adjusting technique to meet environmental changes. Competition strategy (safe throw and response to opponents).</li> <li>• Jumps – accuracy of run up (positioning on take-off). Equal phases (triple jump).</li> </ul> | <ul style="list-style-type: none"> <li>• Throws – grip, stance and preparation to throw, movement into throwing action, release, follow-through and recovery</li> </ul> <p>In the following events:<br/>100m, 200m, 800m, 1500, Relay, Shot putt, Javelin, Discus, Long jump, Triple jump (boys only) and high jump</p> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |
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## Year 11 Overview

| Term                 | Knowledge   | Connections to learning |
|----------------------|---|-------------------------|
| <p>Pathway<br/>1</p> | <p><b>Maximum Levels</b><br/><b>(Rugby, Football, Handball, Basketball, Ultimate Frisbee, Cricket)</b></p> <ol style="list-style-type: none"> <li>1. Trying to win and always be your best</li> <li>2. Using advanced strategies/tactics</li> <li>3. Improve your skills and develop advanced skills</li> <li>4. Play competitively</li> <li>5. Succeed under pressure</li> <li>6. Improve as a team player and a leader</li> <li>7. Officiate competitive situations</li> <li>8. Analyse performance to improve others and yourself</li> </ol> |                         |

9. Learn to win and lose  
 10. Make the right lifestyle choice to be better in sport  
 11. Work independently as well as in a team

➤ Football

The rules of the game:

- Rule 1: Scoring  
 A goal is scored if the ball crosses the goal-line (under the crossbar and between the goalposts), provided no-one has violated the rules. The team that scores the most goals wins.
- Rule 2: Offside  
 A player is offside if he/she is closer to the opposing goal-line (within the opposing half) than a defender when the ball is kicked. A player caught offside concedes a free-kick.
- Rule 3: Fouls and misconduct  
 Fouls in football include doing any of the following to an opposing player:  
 Tripping  
 Kicking  
 Pushing  
 Charging  
 Striking or attempting to strike them  
 It is also considered foul-play when an outfield player handles the ball while in play, or when a goalkeeper handles it outside of the penalty area.
- Rule 4: Free kicks  
 A free-kick restarts play after a foul or other rule infringement. It is usually taken from the spot where the violation occurred. The two types of free-kick are:  
*Direct:* The taker can score directly.  
*Indirect:* Another player must touch the ball before a goal can be scored.

Prior learning of

- Passing and receiving (control using both feet and thigh)
- Dribbling - close control, use of inside and outside of dominant foot.
- Shooting - short and long range with dominant foot, half volley.
- Tackling - block, lunge, slide.
- Heading – distance and height

Future learning of

- Muscle action
- Tactical strategies
- Effects of exercise on the body
- Psychological theories of performance

Connections to the curriculum

- Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a
- SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf
- Relationships & Sex Education – 2a

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| <p><u>The strategies to maximise effectiveness of game play:</u></p> <ul style="list-style-type: none"> <li>• Individual Positioning skills (attack and defence) e.g. tracking back and supporting runs</li> <li>• Set plays</li> <li>• Pass/dribble/shoot/tackle/jockey decision making</li> <li>• Roles in formation</li> </ul>   |  |
| <p>➤ <u>Rugby</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• Handling - Students to learn about direction of passing (not forwards) and the offside rule</li> <li>• Tackling –Ensure pupils tackle with the should with their head to one side to prevent injury</li> <li>• Maul –defend a maul legally, ensuring they don't come around the side of purposely collapse the maul. Pupils are not allowed to lineout in year 7 so we don't teach mauling from lineout until year 9, but only from open play.</li> <li>• Ruck –rules around ruck entry, ensuring they enter through 'the gate'. Year 7 to focus on defending the ruck rather than attacking the ruck which is taught in year 8.</li> <li>• Kicking – Focus on the offside rule around kicking and the rule regarding kicking inside and outside of the 22 yard area.</li> <li>• Scrum – no pushing.</li> </ul> <p><u>Tactics and Strategies</u></p> <p>➤ Getting on side.</p> | <p>Prior learning of</p> <ol style="list-style-type: none"> <li>1. Handling - (passing and receiving, long and short, at varying pace, push, spin, switch/scissors).</li> <li>2. Tackling - (front, rear, side, chop).</li> <li>3. Maul - (body position, binding, retaining ball).</li> <li>4. Ruck - (body, position, jackle, sealing off).</li> <li>5. Kicking - (at least two types from punt/spiral, re start, box kick, up and under</li> </ol> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |

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| <ul style="list-style-type: none"> <li>➤ Individual positional skills in open play (attack and defensive) – eg lines of running, last tackle options, line speed, when to come up/ drop back/drift out/step in.</li> <li>➤ Pass/run/kick/tackle decision making. Role in formation.</li> </ul>  |  |
| <p>➤ <u>Handball</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• Passing – Any form of passing is allowed in handball but we want to see one hand passing at all times.</li> <li>• Receiving – Pupils cannot take more than 3 steps without bouncing the ball after receiving it</li> <li>• Shooting – Players must shoot from outside the D. Players can jump into the D but must release the ball before their feet touch the floor</li> <li>• Moving with the ball – Players cannot take more than 3 steps without bouncing the ball. They cannot be stationary with the ball for more than 3 seconds. Players cannot bounce the ball in 2 hands. Players cannot dribble, stop dribbling and dribble again (double dribble).</li> <li>• Tackling/Jockeying - Players can make contact in the chest with bent arms only. Players not to make contact elsewhere. Player can block with their body and intercept.</li> </ul> <p><u>Tactics and strategies</u></p> <ul style="list-style-type: none"> <li>➤ When to dribble, run, pass, shoot, level of successful passes. Interception, blocking decision making. Creating and finding space. Individual positional skills (attack and defence)</li> </ul> | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>➤ Passing – shoulder, bounce, (stationary and on the move).</li> <li>➤ Receiving – making a target (signalling), one/two handed catch – stationary and on the move,</li> <li>➤ Shooting – standing, jump.</li> <li>➤ Moving with the ball – dribbling/dodging.</li> <li>➤ 5. Jockeying/marketing/blocking/tackling.</li> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |

➤ Basketball

The rules of the game:

- The ball may either be passed from one player to another, or dribbled by a player from one point to another (bounced while walking or running).
- Before passing or shooting the ball, a player may take two steps (without dribbling).
- Once a player has stopped dribbling, he may not start to dribble again.
- Once the team in possession of the ball has passed the half-court line, it may not cross back over the line with the ball.
- A personal foul occurs when there is illegal contact between two opponents. A player who makes more than five personal fouls is excluded from the game.
- A foul made on a player attempting a shot results in the awarding of the same number of free-throws as those of the shot taken (two from inside the arc, three from outside). If a player is fouled but makes the attempted shot, the shot counts and an additional free-throw will be awarded.
- Once a team has made four fouls in a period, each additional foul (on a player not attempting a shot) will result in the automatic awarding of two free-throws.

Tactics and strategies

- Beating opponent – feint and drive to the basket.
- Feint and shoot.
- Set plays – offense and defence Individual positional play.

Prior learning of

- Dribbling – using both hands, change of pace and direction.
- Passing – chest, javelin, bounce, overhead, use of the fake.
- Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing.
- Shooting – lay-up, set shot, jump shot, free shot, use of the fake.
- Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).
- Basic throwing, passing and catching skills.

Future learning of

- Muscle action
- Tactical strategies
- Effects of exercise on the body
- Psychological theories of performance

Connections to the curriculum

- Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a
- SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf
- Relationships & Sex Education – 2a

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| <ul style="list-style-type: none"> <li>• Variety of attacking movements.</li> <li>• Switching hands during dribble – cross over step.</li> <li>• Pass/dribble/shoot decision making.</li> <li>• Screen, pick and roll.</li> </ul> <p>➤ Effectiveness in team tactics/ strategy, eg zone defence, fast break etc. Double team defence</p>   |  |
| <p>➤ <u>Ultimate Frisbee</u></p> <ul style="list-style-type: none"> <li>• Skills</li> <li>• Power throwing</li> <li>• Break throwing</li> <li>• Catching</li> <li>• Defence</li> </ul> <p>The rules of ultimate Frisbee:</p> <ul style="list-style-type: none"> <li>• No running with the disc</li> <li>• 10seconds to throw the disc</li> <li>• If the disc touches the ball, there is a turnover</li> <li>• Catch the ball in your opponents end zone to score a goal</li> </ul> <p><u>The strategies to maximise effectiveness of game play</u></p> <ul style="list-style-type: none"> <li>• Positioning and effectiveness at set plays</li> <li>• Making themselves available for the ball</li> <li>• Ability to play in two or more formations/positions</li> </ul> | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>• Basic Fundamentals of ABC (Agility, balance and coordination)</li> <li>• Basic core skills of: running, jumping and throwing</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |
| <p>➤ <u>Cricket</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• Games comprise of at least one innings where each team will take turns in batting and fielding/bowling.</li> </ul>  | <p>Prior learning of</p> <p>The core skills of cricket are:-</p> <ul style="list-style-type: none"> <li>➤ Batting - Grip, stance, backlift.</li> <li>➤ Front foot – defence, cover drive, off drive, on drive.</li> <li>➤ Back foot – defence, cut, pull, glance.</li> <li>➤ Bowling, control of line and length, regular leg/off spin <b>OR</b> inswing/outswing.</li> </ul>  |

- The fielding team will have a bowler bowl the ball to the batsman who tries to hit the ball with their bat.

The fielding team tries to get the batsmen out by...

- Hitting the wickets with the ball when bowling
- Catching a batsman's shot on the full
- Hitting the batsman's leg in front of the wicket (LBW)
- Or hitting the wickets before the batsmen can run to the other end of the pitch

The batmen try to score as many runs as possible before getting out by...

- Hitting the ball and running between the wickets and making it to the other end before the fielders can hit the wickets with the ball. Each time you run one full length of the pitch it equals 1 run.
- Hitting the ball to the boundary along the ground is 4 runs.
- Hitting the ball over the boundary on the full equals 6 runs.
- The fielding team must get 10 batsmen out before they can change over and start batting.

#### Tactics and Strategies

- Batting – shot selection, running between the stumps, calling.
- Bowling – restricting score, maintaining line and length to different opponents, variation in chosen deliveries.
- Fielding – individual positioning, backing up, fielding in one or two positions.

- Fielding – slip fielding, high/low catches, pick up and throw, long barrier, receiving ball from fielder (deep).
- Wicket keeper – fast/medium/ spin – standing up, receiving ball from fielder (deep).

Future learning of

- Muscle action
- Tactical strategies
- Effects of exercise on the body
- Body systems
- Psychological theories of performance
- Review of own performance

Connections to the curriculum

- Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a
- SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf
- Relationships & Sex Education – 2a

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|                      | <p>➤ Wicket keeper – positioning for different bowling styles, positioning for left and right handed batter.</p>  |   |
| <p>Pathway<br/>2</p> | <p><b>Recreational Challenge<br/>(Handball, Lacrosse, Tag Rugby,<br/>Basketball, Badminton)</b></p> <p>1. Work as part of a team to be successful</p>   | <p>2. Use tactics and strategies<br/>3. Improve your skills and learn new skills<br/>4. Take part in competitive situations<br/>5. Improve as a team player and a leader<br/>6. Officiate competitive situations<br/>7. Analyse performance to improve others and yourself<br/>8. Make the right lifestyle choice to be better in sport<br/>9. Work independently as well as in a team</p>  |
|                      | <p>➤ <u>Handball</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• Passing – Any form of passing is allowed in handball but we want to see one hand passing at all times.</li> <li>• Receiving – Pupils cannot take more than 3 steps without bouncing the ball after receiving it</li> <li>• Shooting – Players must shoot from outside the D. Players can jump into the D but must release the ball before their feet touch the floor</li> <li>• Moving with the ball – Players cannot take more than 3 steps without bouncing the ball. They cannot be stationary with the ball for more than 3 seconds. Players cannot bounce the ball in 2 hands. Players cannot dribble, stop dribbling and dribble again (double dribble).</li> </ul> | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>➤ <b>Passing</b> – shoulder, bounce, (stationary and on the move).</li> <li>➤ <b>Receiving</b> – making a target (signalling), one/two handed catch – stationary and on the move,</li> <li>➤ <b>Shooting</b> – standing, jump.</li> <li>➤ <b>Moving with the ball</b> – dribbling/dodging.</li> <li>➤ <b>5.Jockeying/marking/blocking/tackling.</b></li> </ul> <p>➤ Muscle action<br/>➤ Tactical strategies<br/>➤ Effects of exercise on the body<br/>➤ Psychological theories of performance</p> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Tackling/Jockeying - Players can make contact in the chest with bent arms only. Players not to make contact elsewhere. Player can block with their body and intercept.</li> </ul> <p><u>Tactics and strategies</u></p> <ul style="list-style-type: none"> <li>➤ When to dribble, run, pass, shoot, level of successful passes. Interception, blocking decision making. Creating and finding space. Individual positional skills (attack and defence).</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>➤ <u>Lacrosse</u></li> </ul> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• There are 10 players allowed on the field – 3 attack, 3 middies, 3 defenders and 1 goalie.</li> <li>• For each goal in boys lacrosse, the scoring team is awarded one point. In boys lacrosse, there is not a 2 point shot (unlike the MLL which has a 2 point scoring arc).</li> <li>• There can be a maximum of 4 long poles on the field per team.</li> <li>• A lacrosse ball may not be touched by a player’s hand except by the goalie.</li> <li>• To avoid an offside penalty, there must be four players behind the defensive-area line (when not in a man-down situation).</li> <li>• No opposing player can make contact with the goalie or the goalie’s stick when the goalie is in the goal crease area.</li> <li>• Play is stopped immediately when the ball goes out of bounds. When a shot on goal goes out of bounds, the possession is awarded to the team of the player closest to location of the ball when it went out. When the ball goes out of bounds, for any</li> </ul> | <p>Prior learning of<br/>The core skills of Lacrosse</p> <ul style="list-style-type: none"> <li>➤ Passing – dominant side – underarm, and overarm.</li> <li>➤ Receiving the ball – stationary - from both sides and from the front, collecting the ball from the ground. From both side whilst running.</li> <li>➤ Moving with ball – cradling action whilst carrying the ball on either side, footwork, sidestep, dodge.</li> <li>➤ Shooting – short shots long range/overarm dominant side.</li> <li>➤ Goalkeeper – passing – dominant side – underarm, and overarm.</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Body systems</li> <li>➤ Psychological theories of performance</li> <li>➤ Teambuilding</li> </ul> <p>Problem Solving</p> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |

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|  | <p>other reason other than a shot (i.e. an errant pass), the possession is awarded to the team that did not touch the ball last.</p> <p><u>Tactics and strategies</u></p> <ul style="list-style-type: none"> <li>• When to dribble/run, pass, level of successful passes.</li> <li>• Pass/shoot/tackle decision making.</li> <li>• Creating and finding space.</li> <li>• Individual positional skills</li> <li>• (attack and defence).</li> <li>• Positioning and effectiveness in set plays.</li> <li>• Making themselves available for the ball.</li> </ul>  |   |
|  | <p>➤ <u>Tag Rugby</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• Handling – Passing backwards and sideways only. Forward pass results in turnover of the ball.</li> <li>• Tackling – Must give the tag back after taking it. No hand offs allowed. No deliberate contact allowed. Offside rule applies after every tackle. 5 tackles without a try is a turnover.</li> <li>• Evading tackle – Must not hand off. No deliberate blocking to make space.</li> </ul> <p><u>Tactics and strategies</u></p> <ul style="list-style-type: none"> <li>➤ Getting on side.</li> <li>➤ Individual positional skills in open play (attack and defensive) – eg lines of running, last tackle options, line speed, when to come up/ drop back/drift out/step in.</li> <li>➤ Pass/run/kick/tackle decision making.</li> <li>➤ Role in formation.</li> <li>➤ Effectiveness in crossing gain line.</li> <li>➤ Positioning and effectiveness at set plays.</li> </ul> | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>➤ 1. Handling (passing and receiving, long and short, at varying pace, push, spin, switch/scissors).</li> <li>➤ 2. Tackling (front, rear, side).</li> <li>➤ 3. Evading tackle (side step, spin, feint, dummy)</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |

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| <ul style="list-style-type: none"> <li>➤ Making themselves available for the ball.</li> <li>➤ Ability to play in two or more formations.</li> </ul>  |   |
| <p>➤ <u>Basketball</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• The ball may either be passed from one player to another, or dribbled by a player from one point to another (bounced while walking or running).</li> <li>• Before passing or shooting the ball, a player may take two steps (without dribbling).</li> <li>• Once a player has stopped dribbling, he may not start to dribble again.</li> <li>• Once the team in possession of the ball has passed the half-court line, it may not cross back over the line with the ball.</li> <li>• A personal foul occurs when there is illegal contact between two opponents. A player who makes more than five personal fouls is excluded from the game.</li> <li>• A foul made on a player attempting a shot results in the awarding of the same number of free-throws as those of the shot taken (two from inside the arc, three from outside). If a player is fouled but makes the attempted shot, the shot counts and an additional free-throw will be awarded.</li> </ul> | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>• Dribbling – using both hands, change of pace and direction.</li> <li>• Passing – chest, javelin, bounce, overhead, use of the fake.</li> <li>• Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing.</li> <li>• Shooting – lay-up, set shot, jump shot, free shot, use of the fake.</li> <li>• Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).</li> <li>• Basic throwing, passing and catching skills.</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>• Muscle action</li> <li>• Tactical strategies</li> <li>• Effects of exercise on the body</li> <li>• Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>• Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>• SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>• Relationships &amp; Sex Education – 2a</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Once a team has made four fouls in a period, each additional foul (on a player not attempting a shot) will result in the automatic awarding of two free-throws.</li> </ul> <p><u>Tactics and strategies</u></p> <ul style="list-style-type: none"> <li>Beating opponent – feint and drive to the basket.</li> <li>Feint and shoot.</li> <li>Set plays – offense and defence Individual positional play.</li> <li>Variety of attacking movements.</li> <li>Switching hands during dribble – cross over step.</li> <li>Pass/dribble/shoot decision making.</li> <li>Screen, pick and roll.</li> <li>Effectiveness in team tactics/ strategy, eg zone defence, fast break etc. Double team defence</li> </ul> |   |
|  | <p>➤ <u>Badminton</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>Rules for service</li> <li>Dimensions of the court for singles and doubles play</li> <li>Rules of scoring and officiating</li> </ul> <p><u>The strategies to maximise effectiveness of game play:</u></p> <ul style="list-style-type: none"> <li>Variation of serve.</li> <li>Shot selection for service return.</li> <li>Position on court.</li> <li>Decision making in serve.</li> <li>Use of footwork to restrict playing backhand strokes.</li> <li>Shot disguise/feints.</li> </ul>   | <p>Prior learning of<br/>The core skills of Badminton:</p> <ul style="list-style-type: none"> <li>➤ Service – high, low, flick (forehand or backhand).</li> <li>➤ Overhead – clear, drop (forehand and backhand where appropriate).</li> <li>➤ Underarm – clear, drive, drop (forehand and backhand where appropriate).</li> <li>➤ Net play.</li> <li>➤ Smash.</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Body systems</li> <li>➤ Psychological theories of performance</li> <li>➤ Teambuilding</li> <li>➤ Problem Solving</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> </ul> |

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|                      |  | <ul style="list-style-type: none"> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul>  |
|                      | <p>➤ <u>Tennis</u></p> <p>The rules of the game taught in line with the core skills.</p> <ul style="list-style-type: none"> <li>• Rule 1 lines of tennis court to include the tramlines, baseline, service box. (singles and doubles)</li> <li>• Rule 2 service box</li> <li>• Rule 3 allow multi touch tennis</li> <li>• Rule 4 Simple scoring 1-5</li> </ul> <p><u>The tactics &amp; strategies to maximise effectiveness of game play:</u></p> <ul style="list-style-type: none"> <li>• Positioning on court.</li> <li>• Cooperative rally's practising different shots</li> <li>• Decision making are important for success</li> </ul> | <p>Prior learning of<br/>The core skills of tennis for year 7 are:-</p> <ul style="list-style-type: none"> <li>➤ Underarm serve.</li> <li>➤ Forehand groundstroke.</li> <li>➤ Backhand groundstroke.</li> <li>➤ Dropshots (forehand and backhand)</li> <li>➤ Volleys (forehand and backhand)</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Body systems</li> <li>➤ Psychological theories of performance</li> <li>➤ Review of own performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |
| <p>Pathway<br/>3</p> | <p style="text-align: center;"><b>Creative Movement<br/>(Trampolining, Dance, Pilates, Aerobics, Yoga)</b></p> <ol style="list-style-type: none"> <li>1. Work creatively to plan, perform and improve routines and sequences</li> <li>2. Solve problems creatively</li> <li>3. Work independently as well as in a group</li> <li>4. Improve your skills</li> <li>5. Improve as a performer and also as a judge</li> </ol>  |   |

- 6. Analyse performance to improve others and yourself
- 7. Take the right lifestyle choice to be better in sport

➤ Trampolining

The rules of the game:

- Students are expected to perform and use the trampolines in a safe manner at all times.
- As a minimum, a standard size trampoline is required with appropriate spotters/safety mats and head clearance.
- Participants may perform a 10 bounce routine of unlimited tariff (provided they are accompanied by a suitably qualified coach to supervise the routine).

The strategies to maximise effectiveness of game play:

- Tariff selection in both routines
- Placement of moves in both routines
- Maintenance of height
- Acceleration off the bed
- Control of landings

Prior learning of

- Basic shapes (straight, tuck, pike & straddle)
- Twists (half and full)
- Landings (seat, front, back)
- Twisting landing
- Somersaults (front/back (tucked, pike))
- Twisting somersaults

Future learning of

- Planes and axis of movement
- Physics of rotation
- Levers
- Muscle action
- Effects of exercise on the body
- Body systems
- Coaching to bring about an improvement in performance

Connections to the curriculum

- Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a
- SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf
- Relationships & Sex Education – 2a

➤ Dance

Rules/context:

- Dances can either be in a solo performance, a duet performance or a group performance and should last at least 2 minutes

Prior learning of

- Travel, locomotion, stepping and pathways
- Balance and stillness
- Rotation, turning and weight transference
- Jumps and elevations
- Gestures and motifs

Future learning of

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| <p><u>Strategies taught for a more effective dance piece:</u></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Use of personal space</li> <li>• Use of general space</li> <li>• Dynamics/relationships between performers</li> <li>• Interpretation of music</li> <li>• Repetition</li> <li>• Change of pace</li> <li>• Focus of eye line</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul>  |
| <p>➤ <u>Pilates</u></p> <p>Skills</p> <ul style="list-style-type: none"> <li>• Relaxation and Breathing</li> <li>• Control and Precision</li> <li>• Routine</li> <li>• Alignment and Centring</li> <li>• Flowing movement</li> </ul> <p>Rules:</p> <ul style="list-style-type: none"> <li>• Students must at all times observe the appropriate rules from their National Governing Body (NGB).</li> <li>• They must follow guidance from the NGB and the BAALPE document, with regards to use of protective equipment in order to ensure their own personal safety.</li> </ul> <p><u>Strategies</u></p> <ul style="list-style-type: none"> <li>➤ Difficulty of moves</li> <li>➤ Choreography</li> </ul> | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>• Basic Fundamentals of ABC (Agility, balance and coordination)</li> <li>• Basic jumping, hopping, skipping, landing skills</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |
| <p>➤ <u>Aerobics</u></p> <p>Rules:</p>  | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>• Floor – march, step touch, grapevine</li> </ul>   |

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| <ul style="list-style-type: none"> <li>• Students must at all times observe the appropriate rules from their National Governing Body (NGB).</li> <li>• They must follow guidance from the NGB and the BAALPE document, with regards to use of protective equipment in order to ensure their own personal safety.</li> </ul> <p><u>Strategies</u></p> <ul style="list-style-type: none"> <li>➤ Height of blocks</li> <li>➤ Difficulty of routine</li> <li>➤ Choreography</li> </ul>                           | <ul style="list-style-type: none"> <li>• Step – basic, tap up, over, A step, diagonal, turn step, straddle</li> <li>• Step – lunges, forward facing lunge, side-facing lunge, tap change</li> <li>• Manoeuvres – knee lifts, leg lifts, hamstring curl, V step</li> <li>• Combinations – x-step, repeater, double repeater, L step, round the world</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |
| <ul style="list-style-type: none"> <li>➤ <u>Yoga</u></li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• ‘The Complete Relaxation’ technique and Antar Mouna</li> <li>• Shakti Bandha</li> <li>• Asana – for posture, flexibility, strength and balance</li> <li>• Pranayama and Bandhas</li> <li>• Yoga Nidra</li> </ul> <p>Rules:</p> <ul style="list-style-type: none"> <li>• Students must at all times observe the appropriate rules from their National Governing Body (NGB).</li> </ul> | <p>Prior learning of</p> <ul style="list-style-type: none"> <li>• Basic Fundamentals of ABC (Agility, balance and coordination)</li> <li>• Basic jumping, hopping, skipping, landing skills</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Psychological theories of performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul>   |

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|                                    | <ul style="list-style-type: none"> <li>• They must follow guidance from the NGB and the BAALPE document, with regards to use of protective equipment in order to ensure their own personal safety.</li> </ul> <p><u>Strategies</u></p> <ul style="list-style-type: none"> <li>• Difficulty of moves</li> <li>• Choreography</li> </ul>  |   |
|                                    | <p>➤ <u>Rounders</u></p> <p>The rules of the game:</p> <ul style="list-style-type: none"> <li>• One team bats while the other team fields and bowls</li> <li>• The bowler bowls the ball to the batter who hits the ball forward on the Rounders Pitch. The batter then runs to as many posts as possible before the fielders return the ball to touch the post the batter is heading for.</li> <li>• If the batter reaches the 2nd or 3rd post in one hit, the batting team scores ½ a Rounder. If the batter reaches 4th post in one hit, the batting team scores a Rounder.</li> </ul> <p><u>Tactics and Strategies</u></p> <ul style="list-style-type: none"> <li>• Batting – shot selection, running between the bases, calling.</li> <li>• Bowling – restricting score, variation in chosen deliveries.</li> <li>• Fielding – individual positioning, backing up, fielding in one or two positions.</li> <li>• Wicket keeper – positioning for different bowling styles, positioning for left and right handed batter.</li> </ul> | <p>Prior learning of<br/>The core skills of tennis for year 7 are:-</p> <ul style="list-style-type: none"> <li>➤ Batting - Grip, stance, forehand, backhand</li> <li>➤ Bowling – underarm, spin, donkey drop</li> <li>➤ Fielding – high/low catches, pick up and throw, long barrier, receiving ball from fielder (deep).</li> <li>➤ Wicket keeper – fast/medium/ spin</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Muscle action</li> <li>➤ Tactical strategies</li> <li>➤ Effects of exercise on the body</li> <li>➤ Body systems</li> <li>➤ Psychological theories of performance</li> <li>➤ Review of own performance</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |
| <p><b>Pathway</b><br/><b>4</b></p> | <p><b>Sports Leadership</b></p>   | <p>➤ Personal development, A stepping-stone to employment, Developing leadership, Volunteering in the community, Reducing youth crime, Supporting more active, healthier communities</p>  |

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|  |   | <ul style="list-style-type: none"> <li>➤ Young people undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation</li> <li>➤ The courses involve both guided and peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people.</li> <li>➤ whilst learning to lead basic physical activities to younger people, their peers, older generations and within the community.</li> </ul>                  |
|  | <ul style="list-style-type: none"> <li>• Know the skills and behaviours needed to lead others</li> <li>• Know how leadership skills and behaviours can be used in a range of situations</li> <li>• Be able to develop own leadership skills</li> <li>• Understand the roles and responsibilities of a Sports Leader</li> <li>• Know how to plan appropriate sport/physical activity</li> <li>• Be able to plan appropriate sport/physical activity</li> <li>• Be able to assist in leading appropriate sport/physical activity</li> <li>• Be able to review their role in the leading of sport/physical activity</li> </ul> | <p>Prior learning of the core skills</p> <ul style="list-style-type: none"> <li>➤ Skills</li> <li>➤ Abilities</li> <li>➤ Time management</li> <li>➤ Organisation</li> </ul> <p>Future learning of</p> <ul style="list-style-type: none"> <li>➤ Planning</li> <li>➤ Reflection</li> <li>➤ Leading</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</li> <li>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</li> <li>➤ Relationships &amp; Sex Education – 2a</li> </ul> |