

KS3 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 & Table 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 others 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!

Assessment

Students are assessed at the end of each sporting activity block.
Please see website for the formal internal assessment record.

Homework

Home learning project in Year 7 based on understanding diet for physical activity.

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

There are a wide range of careers linked with the study of physical education and sport, including dietician, sports psychologist, PE teacher, coach, physiotherapist, professional athlete, sports analyst, sports journalism, public services, police officer, and fitness instructor

- A Level PE qualification

Schedule: Ks3 Programme of Study

[illegible]

Year 7 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn / Spring	Invasion Games – Football, Rugby, Tag Rugby, Netball, Basketball Students are able to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. They provide students with an opportunity to develop teamwork, communication skills, the ability to outwit opponents, understanding of strategies and tactics, discipline, respect for others and sportsmanship . Passion and why you believe invasion games are non-negotiable		
	<u>Football</u>		
	The core skills of football: ➤ 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 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	➤ Application of knowledge to performance within increasing pressure ➤ Formative written and verbal assessment of performance within football ➤ Application of skills in isolation showing accuracy and consistency ➤ Application of skills under pressure from an opponent in a 1v1 situation ➤ Application of skills in conditioned practice. This could range from 2v2's, 3v3's, 4v4's, overloads (e.g. 4v3) ➤ Application of skills in fully competitive situations	Prior learning of ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ 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

	<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"> • 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. <p>The two types of free-kick are: <i>Direct:</i> The taker can score directly. <i>Indirect:</i> Another player must touch the ball before a goal can be scored.</p> <p>The strategies to maximise effectiveness of game play:</p> <ul style="list-style-type: none"> ➤ Individual Positioning skills (attack and defence) e.g. tracking back and supporting runs ➤ Set plays ➤ Pass/dribble/shoot/tackle/jockey decision making ➤ Roles in formation 		
<u>Netball</u>			
	<p>The core skills of Netball:</p> <ul style="list-style-type: none"> ➤ Passing & receiving ➤ Dodging ➤ Marking a player ➤ Shooting or marking a pass ➤ Footwork & movement <p>Rules of Netball:</p> <ul style="list-style-type: none"> • Footwork rule • 3 second rule • Non-contact • 1m marking rule • Positions and the court <p>Strategies to maximise game play:</p> <ul style="list-style-type: none"> ➤ Centre court passes ➤ Defending the D ➤ Zonal defence ➤ Channel play ➤ Man to man marking ➤ Rebounding 	<ul style="list-style-type: none"> ➤ Increasing pressure: ➤ Passing & receiving – chest pass and shoulder pass. Receiving the ball static and on the move ➤ Dodging – single dodge, both directions ➤ Marking a player – man to man marking ➤ Shooting or marking a pass – close shooting, marking a player when about to pass 3ft away ➤ Footwork & movement – pivoting, landing on one foot 	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic throwing, passing and catching skills. <p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a

<ul style="list-style-type: none"> ➤ Feeding into the D ➤ When to run/pass/level of successful passes ➤ Pass/shoot/decision making ➤ Creating space 		<ul style="list-style-type: none"> ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
Rugby Union		
<ul style="list-style-type: none"> ➤ Rugby Union has 5 core skills that will be taught throughout year 7 <ol style="list-style-type: none"> 1. Handling (passing and receiving, long and short, at varying pace, push, spin, switch/scissors) 2. Tackling (front, rear, side, chop). 3. Maul (body position, binding, retaining ball). 4. Ruck (body, position, jackle, sealing off). 5. Kicking (at least two types from punt/spiral, re start, box kick, up and under) <p>Basic Rules of the game in line with core skills taught.</p> <ul style="list-style-type: none"> • Handling - Students to learn about direction of passing (not forwards) and the offside rule • Tackling – Teaching students the tackle technique to prevent high tackles. Ensure pupils tackle with the shoulder with their head to one side to prevent injury • Maul – Teach pupils the rule to 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. • Ruck – Teach pupils the 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. • Kicking – Focus on the offside rule around kicking and the rule regarding kicking inside and outside of the 22 yard area. • Scrum – Teach the 3 man scrum. All pupils to be taught correct technique with no pushing. <p><u>Tactics and Strategies</u></p> <ul style="list-style-type: none"> ➤ Getting on side. Individual positional skills in open play (attack and defensive) – eg lines of running, last tackle options, line 	<ul style="list-style-type: none"> ➤ Passing – short (both hands), long pass (dominant hand only). Receiving the ball stationary and on the move (from both sides), two handed pick up from ground. Assessed in isolation with some pressure ➤ Evading contact or maintaining possession through contact (footwork to maintain possession/hand off to maintain possession/ball presentation). Assessed in the handoff below the armpit only to help evade contact ➤ Tackling – Tackle assessed from on knees to on one knee to standing up. Pupils to wrap arms around knees and head to one side. Pupils to roll away after tackle and protect head in ruck 	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic throwing, passing and catching skills. <p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a

	<p>speed, when to come up/ drop back/drift out/step in. Pass/run/kick/tackle decision making. Role in formation.</p>	<ul style="list-style-type: none"> ➤ Rucking – body position, ball presentation, support roles ➤ Mauling – body position as ball carrier, support roles (if appropriate to position) ➤ Kicking – box kick, grubber, clearance taught in year 7. Pupils are not assessed against the drop kick on fly hack or kick for goal until year 9. Assessed in isolation, sometimes with a small amount of pressure. ➤ Scrum – All pupils to be taught the scrum to restart the game after a knock on. 3-player scrum taught with no pushing. Pupil can compete to hook for the ball. 	
<u>Tag Rugby</u>			
	<p>Players to be taught the 3 key skills of tag Rugby: Handling (passing and receiving, long and short, at varying pace, push, spin, switch/scissors). 1. Tackling (front, rear, side). 2. Evading tackle (side step, spin, feint, dummy) Rules:</p> <ul style="list-style-type: none"> • Handling – Passing backwards and sideways only. Forward pass results in turnover of the ball. • 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. 	<ul style="list-style-type: none"> ➤ Handling – short (both hands), long pass (dominant hand only). Receiving the ball stationary and on the move (from both sides), two handed pick up from ground. Assessed in isolation with some pressure. ➤ Tackling – Ability to remove the tag in 1v1 and 2v2 situations 	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic throwing, passing and catching skills. <p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body

	<ul style="list-style-type: none"> • Evading tackle – Must not hand off. No deliberate blocking to make space. <p><u>Strategies and Tactics</u></p> <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ Evading tackle – Assessed under 1v1 and 2v1 situations. 	<ul style="list-style-type: none"> ➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
Basketball			
	<ol style="list-style-type: none"> 1. Dribbling – using both hands, change of pace and direction. 2. Passing – chest, javelin, bounce, overhead, use of the fake. 3. Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing. 4. Shooting – lay-up, set shot, jump shot, free shot, use of the fake. 5. Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step). <p><u>Strategies and Tactics:</u></p> <ul style="list-style-type: none"> • Beating opponent – feint and drive to the basket. • Feint and shoot. • Set plays – offense and defence Individual positional play. • Variety of attacking movements. • Switching hands during dribble – cross over step. • Pass/dribble/shoot decision making. • Screen, pick and roll. • Effectiveness in team tactics/ strategy, eg zone defence, fast break etc. Double team defence 	<ul style="list-style-type: none"> ➤ Application of knowledge to performance within increasing pressure ➤ Formative written and verbal assessment of performance within football ➤ Application of skills in isolation showing accuracy and consistency ➤ Application of skills under pressure from an opponent in a 1v1 situation ➤ Application of skills in conditioned practice. This could range from 2v2's, 3v3's, 4v4's, overloads (e.g. 4v3) ➤ Application of skills in fully competitive situations 	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic throwing, passing and catching skills. <p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ 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 & Creative Movement			
Develop an understanding of choreographic devices, compositional ideas and aesthetic appreciation for movement, Dance is taught mixed ability to provide students, who are less able in invasion games, an opportunity to excel and be challenged. It enables students to make their own decisions, work collaboratively, memory recall, develop timing and their listening skills.			
<p>➤ The 5 core skills taught in Dance are:</p> <ul style="list-style-type: none">• Travel, locomotion, stepping and pathways• Balance and stillness• Rotation, turning and weight transference• Jumps and elevations• Gestures and motifs <p>Rules/context:</p> <ul style="list-style-type: none">• Dances can either be in a solo performance, a duet performance or a group performance and should last at least 2 minutes <p>Strategies taught for a more effective dance piece:</p> <p>➤ Form</p> <p>➤ Use of personal space</p> <p>➤ Use of general space</p> <p>➤ Dynamics/relationships between performers</p> <p>➤ Interpretation of music</p> <p>➤ Repetition</p> <p>➤ Change of pace</p> <p>➤ Focus of eye line</p>	<p>➤ Students are assessed in the following areas:</p> <ul style="list-style-type: none">• Personal space and bases• Simple motif of dance• Different pathways and change of direction• Change levels and speeds• Form groups and change formation• Use props and costumes• Replicate movements through the following 2 themes: <p>1. The Greatest Showman</p> <p>2. Getcha head in the game (High School Musical)</p>	<p>Prior learning of</p> <p>➤ Basic Fundamentals of ABC (Agility, balance and coordination)</p> <p>➤ Basic jumping, hopping, skipping, landing skills</p> <p>Future learning of</p> <p>➤ Muscle action</p> <p>➤ Tactical strategies</p> <p>➤ Effects of exercise on the body</p> <p>➤ Psychological theories of performance</p> <p>Connections to the curriculum</p> <p>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</p> <p>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</p> <p>➤ Relationships & Sex Education – 2a</p>	
Creative Movement			

	<p>➤ Skills/activities taught are:</p> <ul style="list-style-type: none"> • Gymnastics • Step Aerobics • Skipping • Cheerleading <p>Rules:</p> <ul style="list-style-type: none"> • Students must at all times observe the appropriate rules from their National Governing Body (NGB). • 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. <p>Strategies to be successful:</p> <ul style="list-style-type: none"> ➤ Gymnastics - Tariff difficulty, movement placement within routine, composition of routine, interpretation of music (where appropriate). ➤ Cheerleading - use of advanced moves/lifts ➤ Skipping – timing, difficulty of routine ➤ Step aerobics – height of blocks, difficulty of routine 	<ul style="list-style-type: none"> ➤ Gymnastics – students assessed in pairs balances and routines incorporating music ➤ Step Aerobics – students assessed in basic routine with a limited number of moves, repeated ➤ Skipping – Students assessed in more basic moves and getting into and out of a rope ➤ Cheerleading - Students assessed basic cheer arm actions and linking these together into a cheerleading routine 	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic jumping, hopping, skipping, landing skills <p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
<p style="text-align: center;">Health Education</p> <p>Develop an understanding of the theory aspects of Physical Education including how the body works and how to prepare for exercise effectively. The health education pathway gets progressively more demanding and challenging through years 7-9 to meet GCSE needs. This crucial knowledge helps to prepare the students about how to exercise safely and effectively through to adulthood. Including knowledge of heart rates, training zones, methods of training and the core principles of training</p>			

<ul style="list-style-type: none"> ➤ Students will learn key aspects of health and exercise ➤ Bones of the body: <ul style="list-style-type: none"> • head/neck – cranium and vertebrae • shoulder – scapula and humerus • chest – ribs and sternum • elbow – humerus, radius and ulna • hip – pelvis and femur • knee – femur, tibia, patella • ankle – tibia, fibula and talus. ➤ Muscles and how to warm them up: <ul style="list-style-type: none"> • latissimus dorsi • deltoid • rotator cuffs • pectorals • biceps • triceps • abdominals • hip flexors • gluteals • hamstrings • quadriceps • gastrocnemius • tibialis anterior ➤ Understand aerobic and anaerobic respiration and how to exercise for both respiration types. ➤ Understand methods of training and how to carry out a circuit training session 	<ul style="list-style-type: none"> ➤ A theory examination is completed at the end of the activity block to assess theoretical knowledge as well as practical application 	<ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance ➤ Heart rate training zones ➤ Training methods and principles <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
<p style="text-align: center;">Gymnastics Activities – Trampolining</p> <p style="text-align: center;">This broadens the curriculum for students and exposes them to further sports which they may not access outside of school. Trampolining develops core strength, aesthetic appreciation of skills, understanding of choreographic devices when creating routines, builds muscular endurance, gives biomechanical feedback and physics of rotation, allows for coaching opportunities to improve performance (related to GCSE PE) and develops patience and resilience</p>		
<p>The core skills of trampolining</p> <ul style="list-style-type: none"> ➤ Basic shapes (straight, tuck, pike & straddle) ➤ Twists (half and full) 	<ul style="list-style-type: none"> ➤ Students are assessed on their application of skills in isolation 	<ul style="list-style-type: none"> ➤ Planes and axis of movement ➤ Physics of rotation

	<ul style="list-style-type: none"> ➤ Landings (seat, front, back) ➤ Somersaults (front/back (tucked)) <p>The rules of the game:</p> <ul style="list-style-type: none"> • 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). <p>The strategies to maximise effectiveness of game play:</p> <ul style="list-style-type: none"> ➤ Tariff selection in both routines ➤ Placement of moves in both routines ➤ Maintenance of height ➤ Acceleration off the bed ➤ Control of landings 	<ul style="list-style-type: none"> ➤ Students are assessed on their application of skills in progressive moves (e.g. half twist into seat landing) ➤ Students are assessed on their performance in completion of a 10 bounce routine 	<ul style="list-style-type: none"> ➤ Levers ➤ Muscle action ➤ Effects of exercise on the body ➤ Body systems ➤ Coaching to bring about an improvement in performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
Summer	<p style="text-align: center;">Performing at Maximum Levels – Athletic activities</p> <p>We teach athletics to provide students opportunity to set targets and try to achieve their best. It provides a range of activities, developing multiple skills and disciplines. We also compete against other schools during the summer term in large-scale competitions. Many students choose to join athletics club outside of school and continue to develop performance. It improves fitness levels, power, speed and strength. It allows students to take measurements and develop numeracy, enables students to officiate, teaches safety, resilience and the ability to recognise their own strengths and weaknesses</p>		
	<p>The students are taught the following core skills/ techniques:</p> <ul style="list-style-type: none"> • Track – starts and finishes, arm action, leg action • Jumps – run up/speed, take-off, flight and landing • Throws – grip, stance and preparation to throw, movement into throwing action, release, follow-through and recovery in the following events: 100m, 200m, 800m, 1500, Relay, Shot putt, Javelin, Discus, Long jump, Triple jump (boys only) and high jump <p>Rules:</p> <ul style="list-style-type: none"> • Students must at all times observe the appropriate rules from their National Governing Body (NGB). 	<ul style="list-style-type: none"> ➤ Students will be assessed in the following areas: ➤ Track – starting position head position, cadence, leg drive and recovery phase, foot strike, arm action, hurdling action with same lead leg. ➤ Throws – grip, stance, movement into throwing 	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic running, throwing and jumping skills. <p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body

<ul style="list-style-type: none">• 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. Strategies/tactics to maximise effectiveness: <ul style="list-style-type: none">➤ Track – use of blocks, drive and pick up phase, (sprints/sprint hurdles).➤ Starts and finishes.➤ Pacing strategy (stride pattern – hurdles), breaking from the group. Throws – adjusting technique to meet environmental changes. Competition strategy (safe throw and response to opponents).➤ Jumps – accuracy of run up (positioning on take-off). Equal phases (triple jump)	<p>position, release action, recovery.</p> <ul style="list-style-type: none">➤ Jumps – leg drive on take-off, arm action on take-off, movement over the bar/through the air. Landing.	<ul style="list-style-type: none">➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none">➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf➤ Relationships & Sex Education – 2a
<p style="text-align: center;">Net and Wall Games – Tennis, Badminton</p> <p>Tennis gives an opportunity to develop coordination. We teach at this time as it is seasonal & coincides with large-scale events such as Wimbledon to inspire children. Some students then join clubs outside of school and continue as a hobby in later life. It develops hand-eye coordination, sportsmanship, respect and honesty, the opportunity to officiate and understand how to use the tennis scoring system to develop numeracy.</p>		
<p style="text-align: center;"><u>Tennis</u></p>		
<p>The core skills of tennis for year 7 are:</p> <ol style="list-style-type: none">1. Underarm serve.2. Forehand groundstroke.3. Backhand groundstroke.4. Dropshots (forehand and backhand)5. Volleys (forehand and backhand) <p>Simple cooperative games</p> <p>The rules of the game taught in line with the core skills:</p> <ul style="list-style-type: none">• Rule 1 lines of tennis court to include the tramlines, baseline, service box.• (singles and doubles)• Rule 2 service box• Rule 3 allow multi touch tennis• Rule 4 Simple scoring 1-5 <p>The strategies to maximise effectiveness of game play:</p> <ul style="list-style-type: none">➤ Positioning on court.➤ Cooperative rally's practising different shots	<ul style="list-style-type: none">➤ Application of knowledge to performance within increasing pressure➤ Formative written and verbal assessment of performance within tennis games of singles.➤ Application of skills in isolation showing accuracy and consistency➤ Application of skills under pressure from an opponent in a 1v1 or 2v2 situation➤ Application of skills in conditioned practice.	<ul style="list-style-type: none">➤ Muscle action➤ Tactical strategies➤ Effects of exercise on the body➤ Body systems➤ Psychological theories of performance➤ Review of own performance <p>Connections to the curriculum</p> <ul style="list-style-type: none">➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf

➤ Decision making are important for success		➤ Application of skills in fully competitive situations	➤ Relationships & Sex Education – 2a
<u>Badminton</u>			
<p>The core skills of Badminton:</p> <ul style="list-style-type: none"> • Service – high, low, flick (forehand or backhand) • Overhead – clear, drop (forehand and backhand where appropriate) • Underarm – clear, drive, drop (forehand and backhand where appropriate) • Net play • Smash <p>The rules of the game:</p> <ul style="list-style-type: none"> • Rules for service • Dimensions of the court for singles and doubles play • Rules of scoring and officiating <p>The strategies to maximise effectiveness of game play:</p> <ul style="list-style-type: none"> ➤ Variation of serve. ➤ Shot selection for service return. ➤ Position on court. ➤ Decision making in serve. ➤ Use of footwork to restrict playing backhand strokes. ➤ Shot disguise/feints. 		<ul style="list-style-type: none"> ➤ Application of knowledge to performance within increasing pressure ➤ Formative written and verbal assessment of performance within badminton ➤ Application of skills in isolation showing accuracy and consistency ➤ Application of skills under pressure from an opponent in a 1v1 or 2v2 situation ➤ Application of skills in conditioned practice. ➤ Application of skills in fully competitive situations 	<ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Body systems ➤ Psychological theories of performance ➤ Teambuilding Problem Solving <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
<u>Table Tennis</u>			
<p>The core skills of Table Tennis:</p> <p>Service – forehand and backhand (with and without spin as appropriate).</p> <p>Drives – forehand and backhand (with and without topspin as appropriate).</p> <p>Push – forehand and backhand (with and without backspin as appropriate).</p>	<ul style="list-style-type: none"> ➤ Application of knowledge to performance within increasing pressure ➤ Formative written and verbal assessment of performance within Table Tennis ➤ Application of skills in isolation showing accuracy and consistency 	<ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Body systems ➤ Psychological theories of performance ➤ Teambuilding Problem Solving <p>Connections to the curriculum</p>	

<p>4 Smash – forehand and backhand (with and without spin as appropriate).</p> <p>5 Lob – forehand and backhand (with and without spin as appropriate)</p> <p>The rules of the game:</p> <ul style="list-style-type: none"> • Rules for service • Rules of scoring and officiating <p>The strategies to maximise effectiveness of game play:</p> <ul style="list-style-type: none"> ➤ Variation of serve. ➤ Shot selection for service return. ➤ Positioning. ➤ Decision making in serve. 	<ul style="list-style-type: none"> ➤ Application of skills under pressure from an opponent in a 1v1 or 2v2 situation ➤ Application of skills in conditioned practice. Application of skills in fully competitive situations 	<ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf Relationships & Sex Education – 2a
<p style="text-align: center;">Invasion Games – Handball</p> <p>Students are able to use a range of tactics and strategies to overcome opponents in direct competition through Handball. They provide students with an opportunity to develop teamwork, communication skills, the ability to outwit opponents, understanding of strategies and tactics, discipline, respect for others and sportsmanship Improves arm muscles and upper body strength. Handball develops agility of hands and feet, with sudden changes of pace and direction required. It boosts the body's flexibility and improves mental focus and self-confidence.</p>		
<p>5 Core skills in Handball will be taught including:</p> <ol style="list-style-type: none"> 1. Passing – shoulder, bounce, (stationary and on the move). 2. Receiving – making a target (signalling), one/two handed catch – stationary and on the move, 3. Shooting – standing, jump. 4. Moving with the ball – dribbling/dodging. 5. Jockeying/marking/blocking/tackling. <p>Rules taught:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ➤ Passing – Assessed performing the one handed shoulder & bounce pass in isolation over a distance of between 3-5 meters. ➤ Receiving – Pupils will be assessed against their ability to catch with one and two hands in isolation. They will need to do this whilst stationary and on the move. 	<ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British

	<ul style="list-style-type: none"> • 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. <p>Strategies and Tactics:</p> <ul style="list-style-type: none"> ➤ When to dribble, run, pass, shoot, level of successful passes. Interception, blocking decision making. Creating and finding space. Individual positional skills (attack and defence). 	<ul style="list-style-type: none"> ➤ Shooting – Pupils to be assessed in their ability to shoot without defensive pressure taking a 3 step run up. They will need to shoot of the correct foot with one hand with and without jumping into the D. ➤ Moving with the ball – Pupils to be assessed against their ability to dribble under small amounts of defensive pressure, keeping control on the ball using agility to change direction. ➤ Jockeying/tackling/blocking - Students to be assessed against their ability to defend and block around a defensive D, using agility to mark their opponent in small sided game scenarios (2v2 and 3v3 situations) 	<p>values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</p> <ul style="list-style-type: none"> ➤ Relationships & Sex Education – 2a
--	--	--	--

Year 8 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn / Spring	<p>Invasion Games – Football, Rugby, Tag Rugby, Netball, Basketball</p> <p>Students are able to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p>		

They provide students with an opportunity to develop teamwork, communication skills, the ability to outwit opponents, understanding of strategies and tactics, discipline, respect for others and sportsmanship

Football

The core skills of football

- 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

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.

- Application of knowledge to performance within increasing pressure
- Formative written and verbal assessment of performance within football
- Application of skills in isolation showing accuracy and consistency
- Application of skills under pressure from an opponent in a 1v1 situation
- Application of skills in conditioned practice. This could range from 2v2's, 3v3's, 4v4's, overloads (e.g. 4v3)
- Application of skills in fully competitive situations

Prior learning of

- Basic Fundamentals of ABC (Agility, balance and coordination)
- 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

	<p><i>Indirect:</i> Another player must touch the ball before a goal can be scored.</p> <p>The strategies to maximise effectiveness of game play:</p> <ul style="list-style-type: none"> ➤ Individual Positioning skills (attack and defence) e.g. tracking back and supporting runs ➤ Set plays ➤ Pass/dribble/shoot/tackle/jockey decision making ➤ Roles in formation 		
<u>Netball</u>			
	<p>The core skills of Netball:</p> <ul style="list-style-type: none"> • Passing & receiving • Dodging • Marking a player • Shooting or marking a pass <p>Footwork & movement</p> <p>Rules of Netball:</p> <ul style="list-style-type: none"> • Footwork rule • 3 second rule • Non contact • 1m marking rule • Positions and the court <p>Strategies to maximise game play:</p> <ul style="list-style-type: none"> ➤ Centre court passes ➤ Defending the D ➤ Zonal defence ➤ Channel play ➤ Man to man marking ➤ Rebounding ➤ Feeding into the D ➤ When to run/pass/level of successful passes ➤ Pass/shoot/decision making ➤ Creating space 	<p>Increasing pressure:</p> <ul style="list-style-type: none"> ➤ Passing & receiving - Receiving the ball on the move, passing on the move ➤ Dodging – double dodge, both directions ➤ Marking a player – man to man marking and 2v2 marking ➤ Shooting or marking a pass – close shooting, including passing out of the D and back in ➤ Footwork & movement – pivoting, landing on two feet and controlling landing ➤ Half court games 	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic throwing, passing and catching skills. <p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
<u>Basketball</u>			

<div><div><div>1 Dribbling – using both hands, change of pace and direction.</div><div>2 Passing – chest, javelin, bounce, overhead, use of the fake.</div><div>3 Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing.</div><div>4 Shooting – lay-up, set shot, jump shot, free shot, use of the fake.</div><div>5 Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).</div></div><div><div>Strategies and Tactics</div><div><div>➤ Beating opponent – feint and drive to the basket.</div><div>➤ Feint and shoot.</div><div>➤ Set plays – offense and defence Individual positional play.</div><div>➤ Variety of attacking movements.</div><div>➤ Switching hands during dribble – cross over step.</div><div>➤ Pass/dribble/shoot decision making.</div><div>➤ Screen, pick and roll.</div><div>➤ Effectiveness in team tactics/ strategy, eg zone defence, fast break etc. Double team defence</div></div></div></div>	<div><div>➤ Application of knowledge to performance within increasing pressure</div><div>➤ Formative written and verbal assessment of performance within football</div><div>➤ Application of skills in isolation showing accuracy and consistency</div><div>➤ Application of skills under pressure from an opponent in a 1v1 situation</div><div>➤ Application of skills in conditioned practice. This could range from 2v2's, 3v3's, 4v4's, overloads (e.g. 4v3)</div><div>➤ Application of skills in fully competitive situations</div></div>	<div><div>Prior learning of</div><div><div>➤ Basic Fundamentals of ABC (Agility, balance and coordination)</div><div>➤ Basic throwing, passing and catching skills.</div></div><div><div>Future learning of</div><div><div>➤ Muscle action</div><div>➤ Tactical strategies</div><div>➤ Effects of exercise on the body</div><div>➤ Psychological theories of performance</div></div><div><div>Connections to the curriculum</div><div><div>➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a</div><div>➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf</div><div>➤ Relationships & Sex Education – 2a</div></div></div></div></div>
<div><div>Dance & Creative Movement</div><div>Develop an understanding of choreographic devices, compositional ideas and aesthetic appreciation for movement, Dance is taught mixed ability to provide students, who are less able in invasion games, an opportunity to excel and be challenged. It enables students to make their own decisions, work collaboratively, memory recall, develop timing and their listening skills.</div></div>		
<div><div>Dance</div></div>		
<div><div>The 5 core skills taught in Dance are:</div><div><div>• Travel, locomotion, stepping and pathways</div><div>• Balance and stillness</div><div>• Rotation, turning and weight transference</div><div>• Jumps and elevations</div><div>• Gestures and motifs</div></div><div>Rules/context:</div></div>	<div><div>➤ Students are assessed in the following areas:</div><div><div>• use of partners and space</div><div>• Use of gesture</div><div>• Role of choreographer</div></div></div>	<div><div>Prior learning of</div><div><div>➤ Basic Fundamentals of ABC (Agility, balance and coordination)</div><div>➤ Basic jumping, hopping, skipping, landing skills</div></div></div>

	<ul style="list-style-type: none"> • Dances can either be in a solo performance, a duet performance or a group performance and should last at least 2 minutes <p>Strategies taught for a more effective dance piece:</p> <ul style="list-style-type: none"> ➤ Form ➤ Use of personal space ➤ Use of general space ➤ Dynamics/relationships between performers ➤ Interpretation of music ➤ Repetition ➤ Change of pace ➤ Focus of eye line 	<ul style="list-style-type: none"> • Use of props and costumes • Basic actions and movements • Change formation • Unison and canon <p>Through the following 2 themes:</p> <ul style="list-style-type: none"> • Rock n roll • HAKA 	<p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
<p style="text-align: center;">Creative Movement</p>			
	<p>Skills/activities taught are:</p> <ul style="list-style-type: none"> • Gymnastics • Step Aerobics • Skipping • Cheerleading <p>Rules:</p> <ul style="list-style-type: none"> • Students must at all times observe the appropriate rules from their National Governing Body (NGB). • 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. <p>Strategies to be successful:</p> <ul style="list-style-type: none"> ➤ Gymnastics - Tariff difficulty, movement placement within routine, composition of routine, interpretation of music (where appropriate). ➤ Cheerleading - use of advanced moves/lifts ➤ Skipping – timing, difficulty of routine ➤ Step aerobics – height of blocks, difficulty of routine 	<ul style="list-style-type: none"> ➤ Gymnastics: as year 7 but assessed with using medium/fixed apparatus ➤ Step Aerobics: students assessed in basic routine with an increasing number of moves, repeated ➤ Skipping: as year 7 but students assessed in more demanding skills movements and pairs routines in one rope ➤ Cheerleading: as year 7 but students assessed in jumps and linking together these cheerleading movements 	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic jumping, hopping, skipping, landing skills <p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance <p>Connections to the curriculum</p>

			<ul style="list-style-type: none">➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf➤ Relationships & Sex Education – 2a
Rugby Union			
<ul style="list-style-type: none">➤ Rugby Union has 5 core skills that will be taught throughout year 7 <ol style="list-style-type: none">1. Handling (passing and receiving, long and short, at varying pace, push, spin, switch/scissors)2. Tackling (front, rear, side, addition of smother tackle, chop).3. Maul (body position, binding, retaining ball).4. Ruck (body, position, jackle, sealing off).5. Kicking (at least two types from punt/spiral, grubber, drop kick/re start, box kick, up and under, penalty/conversion) or scrummaging (binding, body position, generation of power/hooks, as appropriate to position) or lineout. <p>Basic Rules of the game in line with core skills taught:</p> <ul style="list-style-type: none">• Handling - Students to learn about direction of passing (not forwards) and the offside rule• Tackling – Teaching students the tackle technique to prevent high tackles. Ensure pupils tackle with the shoulder with their head to one side to prevent injury• Maul – Teach pupils the rule to 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.• Ruck – Teach pupils the 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.• Kicking – Focus on the offside rule around kicking and the rule regarding kicking inside and outside of the 22 yard area.• Scrum – Teach the 6 man scrum. No.8 cannot pick up at the base.	<ul style="list-style-type: none">➤ Pupils will be assessed against the 5 core skills:➤ Passing – short (both hands), long pass (dominant and non dominant hand only). Receiving the ball stationary and on the move (from both sides), two handed pick up from ground. Assessed in 2v1 and 3v2 situations looking at adding the switch and dummy switch to outwit the opponent.➤ Evading contact or maintaining possession through contact (footwork to maintain possession/hand off to maintain possession/ball presentation). Teaching of the handoff and offload to outwit the opponent.➤ Tackling – Assessed from standing up in 2v2 and	<p>Prior learning of</p> <ul style="list-style-type: none">➤ Basic Fundamentals of ABC (Agility, balance and coordination)➤ Basic jumping, hopping, skipping, landing skills <p>Future learning of</p> <ul style="list-style-type: none">➤ Muscle action➤ Tactical strategies➤ Effects of exercise on the body➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none">➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf➤ Relationships & Sex Education – 2a	

	<p>Strategies to maximise the effectiveness of game play:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>3v3 situations, looking to get back to feet to make multiple tackles in small sided games.</p> <ul style="list-style-type: none"> ➤ Rucking – body position, ball presentation, support roles. Adding defensive pressure in 1 v 1 and 2v2 situations. Assessed against the counter ruck where the defence can jackle for the ball if a ruck has not been formed or dislodged. ➤ Mauling – body position as ball carrier, support roles (if appropriate to position). Defensive pressure situations including 4v4 and 5v5 situations. Maul not taught in conjunction with the lineout ➤ Kicking – box kick, grubber, clearance taught in year 8. Pupils are not assessed against drop kick on fly hack or kick for goal until year 9. Assessed under defensive pressure in small sided game environments. ➤ Scrum – Assessed in the scrum to restart the game after a knock on. 6-player scrum with no 	
--	--	--	--

		pushing. Pupil to compete to hook for the ball.	
<p align="center">Health Education</p> <p align="center">Develop an understanding of the theory aspects of Physical Education including how the body works and how to prepare for exercise effectively. The health education pathway gets progressively more demanding and challenging through years 7-9 to meet GCSE needs. This crucial knowledge helps to prepare the students about how to exercise safely and effectively through to adulthood. Including knowledge of heart rates, training zones, methods of training and the core principles of training</p>			
<p>Understand how to complete tests to measure levels of fitness:</p> <ul style="list-style-type: none"> • Fitness tests for health: 12 Minute cooper run, multistage fitness test, sit and reach test, press up test, sit up test, wall sit test, hand grip test. • Fitness tests for skill: Tennis ball toss, standing stork test, illinois agility run, vertical jump test, ruler drop test, 30 metre sprint test. ➤ Understand methods of training to improve fitness test scores; ➤ Continuous training, circuit training, fartlek training, interval training. 	<ul style="list-style-type: none"> ➤ A theory examination is completed at the end of the activity block to assess theoretical knowledge as well as practical application 	<ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance ➤ Heart rate training zones ➤ Training methods and principles <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a 	
<p align="center">Gymnastics Activities – Trampolining</p> <p align="center">This broadens the curriculum for students and exposes them to further sports which they may not access outside of school. Trampolining develops core strength, aesthetic appreciation of skills, understanding of choreographic devices when creating routines, builds muscular endurance, gives biomechanical feedback and physics of rotation, allows for coaching opportunities to improve performance (related to GCSE PE) and develops patience and resilience</p>			
<p>The core skills of trampolining:</p> <ul style="list-style-type: none"> ➤ Basic shapes (straight, tuck, pike & straddle) ➤ Twists (half and full) ➤ Landings (seat, front, back) 	<ul style="list-style-type: none"> ➤ Students are assessed on their application of skills in isolation 	<ul style="list-style-type: none"> ➤ Planes and axis of movement ➤ Physics of rotation ➤ Levers 	

	<ul style="list-style-type: none"> ➤ Twisting landing ➤ Somersaults (front/back (tucked, pike) ➤ Twisting somersaults <p>The rules of the game:</p> <ul style="list-style-type: none"> • 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). <p>The strategies to maximise effectiveness of game play:</p> <ul style="list-style-type: none"> ➤ Tariff selection in both routines ➤ Placement of moves in both routines ➤ Maintenance of height ➤ Acceleration off the bed ➤ Control of landings 	<ul style="list-style-type: none"> ➤ Students are assessed on their application of skills in progressive moves (e.g. half twist into seat landing) ➤ Students are assessed on their performance in completion of a 10 bounce routine 	<ul style="list-style-type: none"> ➤ Muscle action ➤ Effects of exercise on the body ➤ Body systems ➤ Coaching to bring about an improvement in performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
Summer	<p align="center">Performing at Maximum Levels – Athletic activities</p> <p>We teach athletics to provide students opportunity to set targets and try to achieve their best. It provides a range of activities, developing multiple skills and disciplines. We also compete against other schools during the summer term in large-scale competitions. Many students choose to join athletics club outside of school and continue to develop performance. It improves fitness levels, power, speed and strength. It allows students to take measurements and develop numeracy, enables students to officiate, teaches safety, resilience and the ability to recognise their own strengths and weaknesses</p>		
	<p>The students are taught the following core skills/ techniques:</p> <ul style="list-style-type: none"> • Track – starts and finishes, arm action, leg action • Jumps – run up/speed, take-off, flight and landing • Throws – grip, stance and preparation to throw, movement into throwing action, release, follow-through and recovery <p>In the following events: 100m, 200m, 800m, 1500, Relay, Shot putt, Javelin, Discus, Long jump, Triple jump (boys only) and high jump</p> <p>Rules:</p> <ul style="list-style-type: none"> • Students must at all times observe the appropriate rules from their National Governing Body (NGB). 	<ul style="list-style-type: none"> ➤ Students will be assessed in the following areas: • Track – starting position head position, cadence, leg drive and recovery phase, foot strike, arm action, hurdling action with same lead leg. • Throws – grip, stance, movement into throwing position, release action, recovery. 	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic throwing, jumping and running skills. <p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body

<ul style="list-style-type: none">• 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. Strategies/tactics to maximise effectiveness: <ul style="list-style-type: none">➤ Track – use of blocks, drive and pick up phase, (sprints/sprint hurdles).➤ Starts and finishes.➤ Pacing strategy (stride pattern – hurdles), breaking from the group. Throws – adjusting technique to meet environmental changes. Competition strategy (safe throw and response to opponents).➤ Jumps – accuracy of run up (positioning on take-off). Equal phases (triple jump).	<ul style="list-style-type: none">• Jumps – leg drive on take-off, arm action on take-off, movement over the bar/through the air. Landing.	<ul style="list-style-type: none">➤ Psychological theories of performance Connections to the curriculum <ul style="list-style-type: none">➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf➤ Relationships & Sex Education – 2a
<p style="text-align: center;">Net and Wall Games – Tennis and Badminton</p> <p>Tennis gives an opportunity to develop coordination. We teach at this time as it is seasonal & coincides with large-scale events such as Wimbledon to inspire children. Some students then join clubs outside of school and continue as a hobby in later life. It develops hand-eye coordination, sportsmanship, respect and honesty, the opportunity to officiate and understand how to use the tennis scoring system to develop numeracy</p>		
<p style="text-align: center;"><u>Tennis</u></p>		
<p>The core skills of tennis for year 8 are:-</p> <ol style="list-style-type: none">1. Overarm serve.2. Forehand groundstroke, increasing power.3. Backhand groundstroke, increasing power.4. Dropshots (forehand and backhand) with increasing angles.5. Volleys (forehand and backhand) with increasing angles. <p>Simple cooperative games</p> <p>The rules of the game taught in line with the core skills:</p> <ul style="list-style-type: none">• Rule 1- lines of tennis• (singles and doubles)• Rule 2- service box• Rule 3-one bounce rule.• Rule 4-develop scoring. <p>The strategies to maximise effectiveness of game play:</p> <ul style="list-style-type: none">➤ Positioning on court.➤ Cooperative rally's practising different shots developing into cooperative games depending on skill level.	<ul style="list-style-type: none">➤ Formative Application of knowledge to performance within increasing pressure➤ Formative written and verbal assessment of performance within tennis.➤ Application of skills in isolation showing accuracy and consistency➤ Application of skills under pressure from an opponent in a game of singles.	<ul style="list-style-type: none">➤ Muscle action➤ Tactical strategies➤ Effects of exercise on the body➤ Body systems➤ Psychological theories of performance➤ Review of own performance Connections to the curriculum <ul style="list-style-type: none">➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf

	<ul style="list-style-type: none"> ➤ Decision making are important for success. ➤ Use of different shots depending on where your opponent is standing and strengths and weaknesses of opponent. ➤ Different shots played ➤ Timing and decision making are important for success 	<ul style="list-style-type: none"> ➤ Application of skills in conditioned practice in doubles or singles. ➤ Application of skills in fully competitive situations ➤ Application of knowledge to performance within increasing pressure ➤ Formative written and verbal assessment of performance within tennis ➤ The strategies to maximise effectiveness of game play ➤ Positioning on court. ➤ Cooperative rallies practising different shots ➤ Decision making are important for success. Use of different shots depending on where your opponent is standing. 	<ul style="list-style-type: none"> ➤ Relationships & Sex Education – 2a
<h3 style="text-align: center;"><u>Badminton</u></h3>			
	<p>The core skills of Badminton:</p> <ul style="list-style-type: none"> ➤ Service – high, low, flick (forehand or backhand). ➤ Overhead – clear, drop (forehand and backhand where appropriate). ➤ Underarm – clear, drive, drop (forehand and backhand where appropriate). ➤ Net play. ➤ Smash. <p>The rules of the game:</p> <ul style="list-style-type: none"> • Rules for service • Dimensions of the court for singles and doubles play • Rules of scoring and officiating 	<ul style="list-style-type: none"> ➤ Application of knowledge to performance within increasing pressure ➤ Formative written and verbal assessment of performance within football ➤ Application of skills in isolation showing accuracy and consistency 	<ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Body systems ➤ Psychological theories of performance ➤ Teambuilding Problem Solving <p>Connections to the curriculum</p>

	<p>The strategies to maximise effectiveness of game play:</p> <ul style="list-style-type: none"> ➤ Variation of serve. ➤ Shot selection for service return. ➤ Position on court. ➤ Decision making in serve. ➤ Use of footwork to restrict playing backhand strokes. ➤ Shot disguise/feints. 	<ul style="list-style-type: none"> ➤ Application of skills under pressure from an opponent in a 1v1 or 2v2 situation ➤ Application of skills in conditioned practice. ➤ Application of skills in fully competitive situations 	<ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
<p style="text-align: center;">Invasion Games – Handball</p> <p>Students are able to use a range of tactics and strategies to overcome opponents in direct competition through Handball. They provide students with an opportunity to develop teamwork, communication skills, the ability to outwit opponents, understanding of strategies and tactics, discipline, respect for others and sportsmanship Improves arm muscles and upper body strength. Handball develops agility of hands and feet, with sudden changes of pace and direction required. It boosts the body's flexibility and improves mental focus and self-confidence</p>			
	<p>5 Core skills in Handball will be taught including:</p> <ol style="list-style-type: none"> 1. Passing – shoulder, side wrist, bounce, feint (stationary and on the move). 2. Receiving – making a target (signalling), one/two handed catch – stationary and on the move, intercepting. 3. Shooting – standing, jump, hip. 4. Moving with the ball – dribbling/dodging. 5. Jockeying/marketing/blocking/tackling. <p>Rules taught:</p> <ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> ➤ Passing – Assessed performing the one handed shoulder, bounce, feint and side wrist pass in isolation over a distance of between 3-5 meters. They will also be assessed in 2v1 and 3v2 situations ➤ Receiving – Pupils will be assessed against their ability to catch with one and two hands in small sided games. This will include a 4v4 possession drill in 10x10m square. They will need to receive under pressurised situations looking to 	<ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a

- 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

Strategies and Tactics:

- When to dribble, run, pass, shoot, level of successful passes. Interception, blocking decision making. Creating and finding space. Individual positional skills (attack and defence).

moving to create space and provide a clear target with their hands.

- Shooting – Pupils to be assessed in their ability to shoot against mild defensive pressure taking a 3 step run up. They will need to shoot of the correct foot with one hand with and without jumping into the D. Pupils to also shoot from the hip without defensive pressure
- Moving with the ball – Pupils to be assessed against their ability to dribble in 1v1 situations, using agility, control and feints to outwit their opponent. Defensive pressure will be gradually increased as the drill goes on.
- Jockeying/tackling/blocking - Students to be assessed against their ability to defend and block around a defensive D, using agility to mark their opponent in small sided game scenarios (2v2 and 3v3 situations) and full 7v7 games.

Year 9 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn / Spring	Invasion Games – Football, Rugby, Tag Rugby, Netball & Basketball Students are able to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. They provide students with an opportunity to develop teamwork, communication skills, the ability to outwit opponents, understanding of strategies and tactics, discipline, respect for others and sportsmanship		
	<u>Football</u>		
	<p>The core skills of football:</p> <ul style="list-style-type: none"> ➤ Passing and receiving – using chest and head to control. Short, long and driven passes using inside/outside of dominant and non-dominant foot ➤ Dribbling – use of inside and outside of non-dominant foot ➤ Shooting – volley ➤ Tackling – jockeying, channelling a player ➤ Heading – finding a team mate with a header <p>The rules of the game:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Tripping • Kicking • Pushing • Charging • Striking or attempting to strike them 	<ul style="list-style-type: none"> ➤ Application of knowledge to performance within increasing pressure ➤ Formative written and verbal assessment of performance within football ➤ Application of skills in isolation showing accuracy and consistency ➤ Application of skills under pressure from an opponent in a 1v1 situation ➤ Application of skills in conditioned practice. This could range from 2v2's, 3v3's, 4v4's, overloads (e.g. 4v3) ➤ Application of skills in fully competitive situations 	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic core skills of: Passing, receiving the ball, dribbling, shooting, heading and tackling <p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a

<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">• <i>Direct</i>: The taker can score directly.• <i>Indirect</i>: Another player must touch the ball before a goal can be scored. <p>The strategies to maximise effectiveness of game play:</p> <ul style="list-style-type: none">➤ Positioning and effectiveness at set plays➤ Making themselves available for the ball➤ Ability to play in two or more formations/positions		
<u>Netball</u>		
<p>The core skills of Netball:</p> <ul style="list-style-type: none">➤ Passing & receiving➤ Dodging➤ Marking a player➤ Shooting or marking a pass➤ Footwork & movement <p>Rules of Netball:</p> <ul style="list-style-type: none">• Footwork rule• 3 second rule• Non contact• 1m marking rule• Positions and the court <p>Strategies to maximise game play:</p> <ul style="list-style-type: none">➤ Centre court passes➤ Defending the D➤ Zonal defence➤ Channel play➤ Man to man marking➤ Rebounding➤ Feeding into the D➤ When to run/pass/level of successful passes	<ul style="list-style-type: none">➤ Increasing pressure:➤ Passing & receiving – receiving the ball on the move at pace, one handed passing with control and accuracy➤ Dodging – sprint dodge with direction change➤ Marking a player – zonal defence➤ Shooting or marking a pass – distance shooting, attacking rebounding, intercepting in the D➤ Footwork & movement – running footwork at speed, 1 footed passing/shooting➤ 7v7 full sided games	<p>Prior learning of</p> <ul style="list-style-type: none">➤ Basic Fundamentals of ABC (Agility, balance and coordination)➤ Basic core skills of: Passing, receiving the ball, dribbling, shooting, heading and tackling <p>Future learning of</p> <ul style="list-style-type: none">➤ Muscle action➤ Tactical strategies➤ Effects of exercise on the body <p>Psychological theories of performance</p> <p>Connections to the curriculum</p> <ul style="list-style-type: none">➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a

	<ul style="list-style-type: none"> ➤ Pass/shoot/decision making ➤ Creating space 		<ul style="list-style-type: none"> ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
<h2 style="text-align: center;"><u>Rugby Union</u></h2>			
	<p>Rugby Union has 5 core skills that will be taught throughout year 7</p> <ol style="list-style-type: none"> 1. Handling (passing and receiving, long and short, at varying pace, push, spin, switch/scissors) 2. Tackling (front, rear, side, addition of smother tackle, chop). 3. Maul (body position, binding, retaining ball). 4. Ruck (body, position, jackle, sealing off). 5. Kicking (at least two types from punt/spiral, grubber, drop kick/re start, box kick, up and under, penalty/conversion) or scrummaging (binding, body position, generation of power/hooking, as appropriate to position) or lineout. <p>Basic Rules of the game in line with core skills taught:</p> <ul style="list-style-type: none"> • Handling - Students to learn about direction of passing (not forwards) and the offside rule • Tackling – Teaching students the tackle technique to prevent high tackles. Ensure pupils tackle with the shoulder with their head to one side to prevent injury • Maul – Teach pupils the rule to 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. • Ruck – Teach pupils the 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. • Kicking – Focus on the offside rule around kicking and the rule regarding kicking inside and outside of the 22 yard area. • Scrum – Teach the 8 man scrum with the No.8 being able to pick up from the base. <p>Strategies to maximise the effectiveness of game play:</p>	<ul style="list-style-type: none"> ➤ Passing – short (both hands), long pass (dominant and non dominant hand). Receiving the ball stationary and on the move (from both sides), two handed pick up from ground. Passing to be performed under pressure in small sided and 15-a-side game based situations. ➤ Evading contact or maintaining possession through contact (footwork to maintain possession/hand off to maintain possession/ball presentation). Teaching of the handoff and offload to outwit the opponent in game based environments, both small sided games and 15-a-side games ➤ Tackling – Tackle taught from from standing up in 2v2 and 3v3 situations, looking to get back to 	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic core skills of: Passing, receiving the ball, dribbling, shooting, heading and tackling <p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a

	<ul style="list-style-type: none"> ➤ 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. 	<p>feet to make multiple tackles in small sided games. In year 9 add the defensive pressure looking to tackle, get to feet and counter ruck in game situations.</p> <ul style="list-style-type: none"> ➤ Rucking – body position, ball presentation, support roles. Add defensive pressure in 1 v 1 and 2v2 situations. Add the counter ruck where the defence can jackle for the ball if a ruck has not been formed or dislodged. Assess the ruck in game based environments looking to connecting phases of attack under defensive pressure. ➤ Mauling – body position as ball carrier, support roles (if appropriate to position). Add in defensive pressure in 4v4 and 5v5 situations. Maul to be assessed with uncontested lineouts as per age grade rugby rules. Assess the maul after the lineout with defensive pressure and in game based situations. 	
--	---	--	--

		<p>➤ Kicking – box kick, grubber, clearance, drop goal and goal kicking. Pupils are now allowed to kick for points in year 9. Kicking assessed under defensive pressure in small sided game environments.</p> <p>➤ Scrum – Only forwards to be assessed in year 9 - the scrum to restart the game after a knock on. 8 -player scrum with pushing up to 1 meter. Pupils to compete to hook for the ball and the No.8 to pick up from the base of the scrum. This is to be assessed under pressure and in conditioned games.</p>	
<u>Tag Rugby</u>			
	<p>Players to be taught the 3 key skills of tag Rugby:</p> <ol style="list-style-type: none"> 1. Handling (passing and receiving, long and short, at varying pace, push, spin, switch/scissors). 2. Tackling (front, rear, side). 3. Evading tackle (side step, spin, feint, dummy) <p><u>Rules:</u></p> <ul style="list-style-type: none"> • Handling – Passing backwards and sideways only. Forward pass results in turnover of the ball. • 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. • Evading tackle – Must not hand off. No deliberate blocking to make space. 	<p>➤ Handling – short (both hands), long pass (dominant and non dominant hand). Receiving the ball stationary and on the move (from both sides), two handed pick up from ground. Assessed in 3v2 situations under defensive pressure. Players to use dummy and scissor to outwit</p>	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic core skills of: Passing, receiving the ball, dribbling, shooting, heading and tackling <p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body

	<p>Strategies and Tactics:</p> <ul style="list-style-type: none"> ➤ 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. 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. 	<p>opponents. Assessed in full size tag Rugby games under increasing pressure</p> <ul style="list-style-type: none"> ➤ Tackling – Ability to remove the tag in high pressure full game situations. Pupils to communicate to organise a line of defence and stay onside at all times. Pupils to use the defensive line to take space away from the attack using communication to come up as a line. ➤ Evading tackle – Pupils to be assessed in high pressure full size games. Players to use the side step, dummy pass and spin to avoid being tackled. Pupils to create space by attracting 2 defenders before passing the ball in the tag. Pupils to make good choices on when to pass and not pass the ball. 	<ul style="list-style-type: none"> ➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
<p style="text-align: center;"><u>Basketball</u></p>			
	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ Application of knowledge to performance within increasing pressure ➤ Formative written and verbal assessment of 	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic throwing, passing and catching skills.

<ul style="list-style-type: none"> ➤ 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). <p>Strategies and Tactics</p> <ul style="list-style-type: none"> • Beating opponent – feint and drive to the basket. • Feint and shoot. • Set plays – offense and defence Individual positional play. • Variety of attacking movements. • Switching hands during dribble – cross over step. • Pass/dribble/shoot decision making. • Screen, pick and roll. <p>Effectiveness in team tactics/ strategy, eg zone defence, fast break etc. Double team defence</p>	<p>performance within football</p> <ul style="list-style-type: none"> ➤ Application of skills in isolation showing accuracy and consistency ➤ Application of skills under pressure from an opponent in a 1v1 situation ➤ Application of skills in conditioned practice. This could range from 2v2's, 3v3's, 4v4's, overloads (e.g. 4v3) ➤ Application of skills in fully competitive situations 	<p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
<p style="text-align: center;">Dance & Creative Movement</p> <p>Develop an understanding of choreographic devices, compositional ideas and aesthetic appreciation for movement, Dance is taught mixed ability to provide students, who are less able in invasion games, an opportunity to excel and be challenged. It enables students to make their own decisions, work collaboratively, memory recall, develop timing and their listening skills</p>		
<p style="text-align: center;"><u>Dance</u></p>		
<p>The 5 core skills taught in Dance are:</p> <p>Travel, locomotion, stepping and pathways</p> <p>Balance and stillness</p> <p>Rotation, turning and weight transference</p> <p>Jumps and elevations</p> <p>Gestures and motifs</p> <p>Rules/context:</p> <ul style="list-style-type: none"> • Dances can either be in a solo performance, a duet performance or a group performance and should last at least 2 minutes <p>➤ Strategies taught for a more effective dance piece:</p> <p>Form</p>	<ul style="list-style-type: none"> ➤ Students are assessed in the following areas: <ul style="list-style-type: none"> • Starting position • Correct timing and rhythm • Develop and refine movement • Role of choreographer • Performing in front of an audience • accurately replicate movements/motif 	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic jumping, hopping, skipping, landing skills <p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body

	<p>Use of personal space Use of general space Dynamics/relationships between performers Interpretation of music Repetition Change of pace Focus of eye line</p>	<p>Through the following 2 themes:</p> <ul style="list-style-type: none"> • Fireworks • Singing in the Rain 	<p>➤ Psychological theories of performance</p> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
<u>Creative Movement</u>			
	<p>Skills/activities taught are: Gymnastics Step Aerobics Skipping Cheerleading Rules:</p> <ul style="list-style-type: none"> • Students must at all times observe the appropriate rules from their National Governing Body (NGB). • 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. <p>Strategies to be successful:</p> <ul style="list-style-type: none"> ➤ Gymnastics - Tariff difficulty, movement placement within routine, composition of routine, interpretation of music (where appropriate). ➤ Cheerleading - use of advanced moves/lifts ➤ Skipping – timing, difficulty of routine ➤ Step aerobics – height of blocks, difficulty of routine 	<ul style="list-style-type: none"> ➤ Gymnastics – as year 8 and also assessed in flight using larger apparatus ➤ Aerobics – students assessed in developing their own routine with an increasing number of moves, repeated ➤ Skipping – as year 8 but students assessed in developing their own demanding routine. Ability to use 2 ropes (double dutch) ➤ Cheerleading – as year 8 but students assessed in lifts and linking together these 	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic jumping, hopping, skipping, landing skills <p>Future learning of</p> <ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a

		cheerleading movements	<ul style="list-style-type: none">➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf➤ Relationships & Sex Education – 2a
Health Education Develop an understanding of the theory aspects of Physical Education including how the body works and how to prepare for exercise effectively. The health education pathway gets progressively more demanding and challenging through years 7-9 to meet GCSE needs. This crucial knowledge helps to prepare the students about how to exercise safely and effectively through to adulthood. Including knowledge of heart rates, training zones, methods of training and the core principles of training			
<ul style="list-style-type: none">➤ Understand how to complete tests to measure levels of fitness:➤ Fitness tests for health: 12 Minute cooper run, multistage fitness test, sit and reach test, press up test, sit up test, wall sit test, hand grip test.➤ Fitness tests for skill: Tennis ball toss, standing stork test, illinois agility run, vertical jump test, ruler drop test, 30 metre sprint test.➤ Understand methods of training to improve fitness test scores;➤ Continuous training, circuit training, fartlek training, interval training.➤ Understand how to use Principles of Training to be able to further improve fitness;➤ SPORT - FITT	<ul style="list-style-type: none">➤ A theory examination is completed at the end of the activity block to assess theoretical knowledge as well as practical application	<ul style="list-style-type: none">➤ Muscle action➤ Tactical strategies➤ Effects of exercise on the body➤ Psychological theories of performance➤ Heart rate training zones➤ Training methods and principles Connections to the curriculum <ul style="list-style-type: none">➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf➤ Relationships & Sex Education – 2a	
Gymnastics Activities – Trampolining This broadens the curriculum for students and exposes them to further sports which they may not access outside of school. Trampolining develops core strength, aesthetic appreciation of skills, understanding of choreographic devices when creating routines, builds muscular endurance, gives biomechanical feedback and physics of rotation, allows for coaching opportunities to improve performance (related to GCSE PE) and develops patience and resilience			

	<p>The core skills of trampolining:</p> <ul style="list-style-type: none"> ➤ Basic shapes (straight, tuck, pike & straddle) ➤ Twists (half and full) ➤ Landings (seat, front, back) ➤ Twisting landing ➤ Somersaults (front/back (tucked, pike)) ➤ Twisting somersaults <p>The rules of the game:</p> <ul style="list-style-type: none"> • 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). <p>The strategies to maximise effectiveness of game play:</p> <ul style="list-style-type: none"> ➤ Tariff selection in both routines ➤ Placement of moves in both routines ➤ Maintenance of height ➤ Acceleration off the bed ➤ Control of landings 	<ul style="list-style-type: none"> ➤ Students are assessed on their application of skills in isolation ➤ Students are assessed on their application of skills in progressive moves (e.g. half twist into seat landing) ➤ Students are assessed on their performance in completion of a 10 bounce routine 	<ul style="list-style-type: none"> ➤ 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 <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
Summer	<p align="center">Performing at Maximum Levels – Athletic activities</p> <p>We teach athletics to provide students opportunity to set targets and try to achieve their best. It provides a range of activities, developing multiple skills and disciplines. We also compete against other schools during the summer term in large-scale competitions. Many students choose to join athletics club outside of school and continue to develop performance. It improves fitness levels, power, speed and strength. It allows students to take measurements and develop numeracy, enables students to officiate, teaches safety, resilience and the ability to recognise their own strengths and weaknesses</p>		
	<p>The students are taught the following core skills/ techniques:</p> <ul style="list-style-type: none"> • Track – starts and finishes, arm action, leg action • Jumps – run up/speed, take-off, flight and landing • Throws – grip, stance and preparation to throw, movement into throwing action, release, follow-through and recovery <p>In the following events: 100m, 200m, 800m, 1500, Relay, Shot putt, Javelin, Discus, Long jump, Triple jump (boys only) and high jump</p> <p>Rules:</p>	<ul style="list-style-type: none"> ➤ Students will be assessed in the following areas: • Track – (use of blocks where appropriate), balanced bend running, efficiency of technique, stride pattern, limited contact with ground, 	<p>Prior learning of</p> <ul style="list-style-type: none"> ➤ Basic Fundamentals of ABC (Agility, balance and coordination) ➤ Basic core skills of: running, jumping and throwing <p>Future learning of</p>

	<ul style="list-style-type: none"> • Students must at all times observe the appropriate rules from their National Governing Body (NGB). • 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. <p>Strategies/tactics to maximise effectiveness:</p> <ul style="list-style-type: none"> • Track – use of blocks, drive and pick up phase, (sprints/sprint hurdles). • Starts and finishes. • Pacing strategy (stride pattern – hurdles), breaking from the group. • Throws – adjusting technique to meet environmental changes. Competition strategy (safe throw and response to opponents). • Jumps – accuracy of run up (positioning on take-off). Equal phases (triple jump). 	<p>hurdlng action with either leg lead , maintenance of efficiency when running the bend.</p> <ul style="list-style-type: none"> • Throws – flight of projectile, speed of movement into throwing action, possible some reference to distance. • Jumps – use of sink phase on take-off, height of leg and arm drive to aid propulsion, arm push/extension (pole vault). Hitch kick or hang technique (long jump and triple jump). • Landing – use of momentum to maximise distance on landing (long jump and triple jump). 	<ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Psychological theories of performance <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
<p style="text-align: center;">Net and Wall Games – Tennis</p> <p>Tennis gives an opportunity to develop coordination. We teach at this time as it is seasonal & coincides with large-scale events such as Wimbledon to inspire children. Some students then join clubs outside of school and continue as a hobby in later life. It develops hand-eye coordination, sportsmanship, respect and honesty, the opportunity to officiate and understand how to use the tennis scoring system to develop numeracy</p>			
<p><u>Tennis</u></p>			
	<p>The core skills of tennis for year 9 are:-</p> <ol style="list-style-type: none"> 1. Overarm serve increasing power and speed Service – height of toss, footwork. 1st serve – depth, use of topspin, two different variations shown. 2nd serve – depth, ability to hit corners. 2. Forehand drive down the lines and across court. 3. Backhand drive down the lines and across court. 4. Dropshots (forehand and backhand) with increasing angles. 5. Volleys (forehand and backhand) with increasing angles. 6. Lob (forehand and backhand) with increasing angles. 	<ul style="list-style-type: none"> ➤ Formative Application of knowledge to performance within increasing pressure ➤ Formative written and verbal assessment of performance within football 	<ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Body systems ➤ Psychological theories of performance ➤ Review of own performance

	<p>Competitive games</p> <p>The rules of the game taught in line with the core skills:</p> <ul style="list-style-type: none"> • Rule 1- lines of tennis • (singles and doubles) • Rule 2- service box • Rule 3-one bounce rule. • Rule 4-develop scoring. <p>The strategies to maximise effectiveness of game play:</p> <ul style="list-style-type: none"> ➤ Positioning on court. ➤ Decision making are important for success. ➤ Use of particular shots depending on where your opponent is standing. 	<ul style="list-style-type: none"> ➤ Application of skills in isolation showing accuracy and consistency ➤ Application of skills under pressure from an opponent in a 1v1 situation ➤ Application of skills in conditioned practice in doubles or singles. ➤ Application of skills in fully competitive situations 	<p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
<u>Badminton</u>			
	<p>The core skills of Badminton:</p> <ul style="list-style-type: none"> ➤ Service – high, low, flick (forehand or backhand). ➤ Overhead – clear, drop (forehand and backhand where appropriate). ➤ Underarm – clear, drive, drop (forehand and backhand where appropriate). ➤ Net play. ➤ Smash. <p>The rules of the game:</p> <ul style="list-style-type: none"> • Rules for service • Dimensions of the court for singles and doubles play • Rules of scoring and officiating <p>The strategies to maximise effectiveness of game play:</p> <ul style="list-style-type: none"> ➤ Variation of serve. ➤ Shot selection for service return. ➤ Position on court. ➤ Decision making in serve. ➤ Use of footwork to restrict playing backhand strokes. ➤ Shot disguise/feints. 	<ul style="list-style-type: none"> ➤ Application of knowledge to performance within increasing pressure ➤ Formative written and verbal assessment of performance within football ➤ Application of skills in isolation showing accuracy and consistency ➤ Application of skills under pressure from an opponent in a 1v1 or 2v2 situation ➤ Application of skills in conditioned practice. ➤ Application of skills in fully competitive situations 	<ul style="list-style-type: none"> ➤ Muscle action ➤ Tactical strategies ➤ Effects of exercise on the body ➤ Body systems ➤ Psychological theories of performance ➤ Teambuilding Problem Solving <p>Connections to the curriculum</p> <ul style="list-style-type: none"> ➤ Healthy Education – 1b, 1f, 3a, 3b, 4a, 6a ➤ SMSC, including Fundamental British values – 1c, 1d, 2b, 3a, 3c, 4d, BVf ➤ Relationships & Sex Education – 2a
Invasion Games – Handball Students are able to use a range of tactics and strategies to overcome opponents in direct competition through Handball.			

They provide students with an opportunity to develop teamwork, communication skills, the ability to outwit opponents, understanding of strategies and tactics, discipline, respect for others and sportsmanship Improves arm muscles and upper body strength. Handball develops agility of hands and feet, with sudden changes of pace and direction required. It boosts the body's flexibility and improves mental focus and self-confidence.

- 5 Core skills in Handball will be taught including:
1. Passing – shoulder, side wrist, bounce, feint (stationary and on the move).
 2. Receiving – making a target (signalling), one/two handed catch – stationary and on the move, intercepting.
 3. Shooting – standing, jump, hip.
 4. Moving with the ball – dribbling/dodging.
 5. Jockeying/marketing/blocking/tackling.

Rules taught:

- 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.

Strategies and Tactics:

- When to dribble, run, pass, shoot, level of successful passes. Interception, blocking decision making. Creating and finding space. Individual positional skills (attack and defence). Positioning and effectiveness in set plays. Making themselves available for the ball.

- Passing – Assessed performing the one handed shoulder, bounce, feint and side wrist pass over a variety of distances under increased pressure. This will be assessed in 3v2 situations as well as 4v4 possession games and in a 7v7 full game scenario. Use of a variety of passes to outwit the opponent.

- Receiving – Pupils will be assessed against their ability to catch with one and two hands in small sided games. This will include a 4v4 possession drill in 10x10m square. They will need to receive under pressurised situations looking to move to create space and provide a clear target with their hands. Assessed against their ability to receive the ball under pressure in 7v7

- 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

		<p>full game environments also.</p> <p>➤ Shooting – Pupils to be assessed in their ability to shoot against increased defensive pressure taking a 3 step run up. They will need to shoot of the correct foot with one hand with and without jumping into the D, using their non shooting hand to create space over the opponents. Pupils to also shoot from the hip under defensive efensive pressure. Pupils to be assessed against their ability to choose the correct time to shoot in 7v7 game environments.</p> <p>➤ Moving with the ball – Pupils to be assessed against their ability to dribble in 1v1 and 3v2 situations, using agility, control and feints to outwit their opponent. Defensive pressure will be gradually increased as the drill goes on. Also assessed in their ability to dribble to create space in 7v7 full game situations.</p>	
--	--	--	--

		<p>➤ Jockeying/tackling/blocking - Students to be assessed against their ability to defend and block around a defensive D, using agility to mark their opponent in small sided game scenarios (2v2 and 3v3 situations) and full 7v7 games. Pupils to be able to organise and communicate with each other to correctly defend the D and goal.</p>	
--	--	--	--

We repeat the curriculum in Years 7, 8 and 9 as the students grow and get bigger, fitter and stronger. They are working on the 5 core skills in each activity as set in the GCSE PE AQA curriculum.