# Deyes High School Curriculum Rationale Physical Education



### Overarching curriculum, intent for Physical Education

- Foster a love of physical activity, sport and healthy living.
- Develop a knowledge and understanding of the benefits of physical activity throughout life.
- To develop the skills, knowledge and confidence to engage in sport and physical activity during school life and beyond.
- To motivate students to engage in physical activity and sport.
- To inspire students to want to study about sport and physical activity in greater detail beyond their school years.

Throughout all lessons teaching will contain a high level of physical activity designed to foster a love of physical activity, sport and healthy living.

A particular emphasis within fitness lessons will be placed on developing high quality knowledge and understanding of the benefits of physical activity throughout life. This will be reinforced within other activities

All students in all lessons will be given the opportunity to develop the skills, knowledge and confidence to engage in sport and physical activity during school life and beyond.

Lessons are designed to be active and motivating so that students become more likely to engage in physical activity and sport.

Staff will aim to inspire students to want to study more about sport and physical activity. This will relate to key transition points such as Years 9, 11 and 13 although all lessons should stimulate curiosity amongst students

Content /Topic	NC/Specification	Essential Knowledge/Skills	Assessment	Rationale why this content is
	Reference			taught in this year group at
				this point
				(Sequencing/progression of
				knowledge)

		Year 7		
Students will develop knowledge through a series of lessons focusing on:	Athletics meets the following aspects of the national curriculum	Athletics  Sprints 100m, 200m, 400m  Drive out of the block	Formative assessment  During each of	We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum.
lessons locusing on.	Analyse their	Pump arm, keep elbows next to body and keep hands in extended  Nice high knees, long strides  Run through the finishing line, dip at the end of the race	the Athletics lessons within the sequence,	This unit builds upon the KS2 NC PE curriculum when
Athletics	performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities	Long distance 800m, 1500m Pace yourself throughout the race Make sure you could hold a conversation throughout Save enough energy at the end of the race to have a sprint finish if needed  Shot Stage one Hold the shot at the bottom and place the thumb and little finger each side of the shot. Place the shot under the chin and touching the neck. Keep the throwing arm elbow high and the arm parallel to the floor. Stand on the balls of your feet with your knees bent and non-throwing shoulder pointing towards the throwing area.	students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will	students are asked to develop key athletics skills. It builds on this as students are required to develop essential knowledge at a deeper level in each of the athletic activities. This also adds ambition and progression of knowledge as students are required to apply the essential knowledge is increasingly challenging and competitive scenarios
	outside school through community links or sports clubs	Stage two Lean backwards and place your weight on the back foot. Transfer the weight from the back leg to the front leg. Explode upwards, bring the hips around and forwards to face throwing area. Extend the throwing arm up quickly and powerfully. Finish with chest and head up  Discus The discus sits flat against the palm of the throwing hand. The edge of the discus sits on the pads of the first joints of the fingers. The thumb rests on the back of the discus. The discus is held in a loose grip. The discus is moved from hip, diagonally across the body to the opposite shoulder to create momentum The discuss is released at a 45-degree angle	Students will engage in a competitive performance of their athletic skills and their application of the essential knowledge will be assessed against given criteria	It prepares students for future learning and refinement of their athletic skills when they will be required to apply this knowledge with increasing levels of intensity, complexity and more challenging levels of competition.
		Stage one Hold the javelin in the fold of the hand along the length of the palm. Grip the back of the javelin cord with the thumb and ensure the first two joints of the index finger are behind the cord. Stage two (approach run) Between 13 to 19 strides away from the throwing line should be used for the run up. In addition, place an additional marker five steps away from the throwing line. Hold the javelin at head height, with the arm bent and the elbow pointing forward.		

Ensure the palm of your hand is facing upwards and begin running with your hips high and the javelin parallel to the ground.

Maintain a controlled increasing speed throughout the run-up.

Stage three

On reaching the second marker, place the right foot down and move the throwing arm straight forward and then back until the arm is fully stretched at shoulder height. Begin to bring the hips around and turn so the left shoulder is facing the throwing line and keep the feet pointing forward.

Keep driving the right leg forwards and upwards and the javelin pointing in the direction of the throw.

Stage four

On the penultimate step, begin to lower the back of the javelin, keep it close to the head with the point in line of the eyebrows.

At the same time, push off the left leg and take a longer, flatter drive step off the right leg.

Begin to lean back and land the left leg in front of the right leg before the right foot touches the ground.

As the right foot touches the ground, keep it ahead of the hips and shoulders, the heel is quickly lifted and rotates clockwise until the foot finishes up on the little toe. Keep the shoulders in line with the direction of the throw and the left arm across the chest.

Stage five

Bring the left leg forward and land flat-footed with toes pointing forward.

Keep the left leg braced and straight and the left leg lands soon after the right foot. With both legs on the ground, turn the right hip quickly forward and up to bring it square with the delivery area. The chest and shoulders must follow.

The right elbow will follow by rotating outwards and up, alongside the head, while the right shoulder is pulled through and the arm forward and upward extension.

The delivery arm must start its final action when the hand is above the shoulder. The launching takes place above the left foot. The outward rotation of the elbow along with the release of the fingers on the javelin causes the javelin to rotate

clockwise to create stability during flight.

#### Hurdles

Run with controlled speed at the hurdle.

As you approach the hurdle, drive up your rear leg up and forwards.

At the same time, raise your front knee up and extend the leg parallel to the floor.

As you pass over the hurdle, thrust your front leg over the barrier.

At the same time, pull your rear leg up at the knee and turn the foot outward.

As you clear over the hurdle bring your back foot into your bottom and swing the leg round and forwards.

Drive your front leg downwards towards the track and on impact, swing your opposite arm backwards to pull the trail leg forwards.

Sprint away from the hurdle.

#### High jump

Start 8-10 strides away from the barrier.

Run in a curve with controlled speed at the barrier.

Lean your torso into the curve, the opposite side to the barrier.

Keep your (barrier side) shoulder as high as possible.

 You are ready to jump at approximately one metre past the first post and an arm's length away from the mat.

At this point, plant the take-off foot (foot furthest away from the side to bar) down.

At the same time, drive your lead leg and arms upwards and shoulders high.

In the air, keep driving upwards and bring your lead knee across the body to get shoulders parallel with the bar.

Try to cross the barrier in the middle of the bar and bring the arms forwards and back into the body.

As your hips cross the barrier, flick your feet upwards and high over the barrier. Maintain balance and land safely.

#### **Triple Jump**

Run with controlled speed at the take-off board.

As you hit the take-off board, fully extend the take-off leg.

Drive the opposite leg through and ensure the thigh is nearly parallel to the ground at take-off.

Ensure balance of the whole body and pull the take-off leg and ankle into the bottom. Bring the take-off leg forward and rotate to the front of the body.

Take-off leg begins to pull forward.

With the take-off leg now in front of you, drive it downwards for the next phase. On impact with the ground, the 'step' leg drives hard against the floor and is fully extended. The opposite thigh (drive leg) is just below parallel to the ground.

Keep the drive leg stable and balanced and hold position until you begin to decline. At this point, extend the drive leg and snap the foot downwards ready for the next phase.

On impact with the ground, the 'jump' leg drives hard against the floor and is fully extended. The opposite thigh (drive leg) is just parallel to the ground.

The arms drive forward and keep your body upright with head looking forwards. Finally, drive the arms forward, swing both legs forward and hold position until you hit the sandpit.

#### **Long Jump**

Gradual acceleration throughout run up, 11-15 strides using sprint technique.

Only use one foot to take off from. Plant foot on the ground, push through and up into the air. Leading knee and opposite arm should swing upwards.

Keep looking ahead, not at the board or sand

Don't jump too high focus on the distance

Perform the hang technique in the air, arms should be above your head, legs hanging down, then swing arms down and lift legs up

Bend knees to soften the impact when you land and bring your arms forward to stop the falling backwards into the sand

'Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for Athletics

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			Rules of Athletics   How it is Played? - Sports Regulations		
			Athletics Dules of Athletics I How it is Discord? Coorts Bosyleticus		
			Athletics Rules of Athletics   How it is Played? - Sports Regulations		
	Students will	Basketball meets	Packethall	Formative	We start Year 7 with an
1	develop knowledge	the following	Basketball	assessment	ambitious sequence of lessons
1	through a series of	aspects of the	Descine	assessment	building on the KS2 National
	lessons focusing on:	national curriculum	Passing	During each of	Curriculum.
1				the Basketball	
				LUE DASKELDAN	l

Basketball

Use a range of tactics and strategies to overcome opponents in direct competition through team sports

Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

This enables students to:

Take part in competitive sports and activities outside school through community links or sports clubs Students use a range of passes depending upon the distance from the player they are passing to. The chest pass is a short sharp pass, students place a 'W' behind the ball with two hands, elbows in and push the ball to their team, releasing at full arm extension. The overhead pass is a higher pass that can be used to throw over opponent's heads and for a longer distance. This pass uses two hands in a W shape behind the ball and then is brought behind their head, step in and release above forehead with arms fully extending, the javelin pass is also used for longer distances and is a one-handed pass which is brought online with the shoulder then released at full extension of the arm. The bounce pass can be two or one handed and used to great effect when the marking is tight

#### Shooting

BEEF- Jump shot- students are taught square up to the basket and make sure you are Balanced; Eyes look at the hoop keep your Elbow in, pop your elbow and flick your wrist and follow through. Imagine you are shooting in through your mouth and out through the top of your head. Imagine the ball has eyes on it and they need to be able to look down into the basket, so make sure you shoot high enough.

#### Lay-up

Curved approach to the basket

Two steps allowed once the ball has been picked up (R, L and up if on the right-hand side and L, R and up if on the left-hand side)

Keep the ball on your shooting hip away and from the defender

As you jump make sure your shooting hand is nice and high, aim the ball off the top right-hand corner of the small square if you're on the right and off the top left if you're on the left.

#### Dribbling

Imagine the ball is covered in mud at the end of the lesson only your fingers would be covered in mud, don't use your palm. Imagine you have chewing gum stuck on your hand and onto the ball, there should be no gaps When dribbling makes sure you are looking up to look for a teammate and where the basket is. The ball should be slightly in front of you and at hip height. Variations of dribble to use to outwit an opponent are cross-over, through the legs or behind the back

#### Defending

Stay nice and low and slide your feet when marking your opponent Keep your eyes on their tummy and make yourself as big as you can. Once your opponent has used their dribble mark them tightly to prevent them from making a pass or taking a shot

lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point

## Summative assessment

Students will engage in a competitive game of Basketball and their application of the essential knowledge will be assessed against given criteria

This unit builds upon the KS2 NC PE curriculum when students are asked to play competitive sports. Many of our feeder schools provide basketball as part of this. This builds on this as students are required to develop essential knowledge at a deeper level of each of the components of the game. This also adds ambition and progression of knowledge as students are required to apply the essential knowledge in increasingly challenging and competitive scenarios

It prepares students for future learning Basketball when they will be required to apply this knowledge with increasing levels of intensity, complexity and more challenging levels of competition.

Students will develop knowledge through a series of lessons focusing on:	Netball meets the following aspects of the national curriculum	'Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for Basketball <a href="https://www.bbc.co.uk/bitesize/guides/zwqw7hv/revision/1">https://www.bbc.co.uk/bitesize/guides/zwqw7hv/revision/1</a> Basketball <a href="https://www.bbc.co.uk/bitesize/guides/zwqw7hv/revision/1">https://www.bbc.co.uk/bitesize/guides/zwqw7hv/revision/1</a> Netball  Students will apply their learning in practical situations, often competitive, of increasing levels of complexity. This includes moving from smaller groups to larger SSG increasing the need for development of tactics etc.	Formative assessment  During each of the netball	We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum.
Netball	Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	Footwork and landing Students can land in a variety of ways. The ruling is they have to land 1,2, or as its taught the landing foot is the 'sticky' foot as it says on the floor and the second foot to land is the 'steppy' foot as this can move. The sticky foot acts as the pivot when the performer turns to face different directions, and the steppy foot moves around. Another method of landing is 'jump, stop', where the performer lands on two feet and steps forward with either the left or right foot (becoming the steppy foot)  Passing Students use a range of passes depending upon the distance from the player they are passing to. The chest pass is a short sharp pass, students place a 'W' behind the ball with two hands, elbows in and push the ball to their team, releasing at full arm extension. The overhead pass is a higher pass that can be used to throw over opponents' heads and also for a longer distance. This pass uses two hands in a W shape behind the ball and then is brought behind their head, step in and release above forehead with arms fully extending. The shoulder pass is also used for longer distances and is a one-handed pass which is brought online with the shoulder then released at full extension of the arm. The bounce pass can be two or one handed coming from the side or chest and is used sometimes to get the ball into the shooting circle if marking is tight  Receiving Students can use one or two hands to receive a pass. When receiving with two hands, students should snatch the ball out of the air and pull it towards their chest followed by the correct landing	lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in competitive games of netball, varying from small sided to 7 a side and their application of the essential knowledge will be assessed against given criteria	This unit builds upon the KS2 NC PE curriculum when students are asked to play competitive sports. Several of our feeder primary schools use Netball to achieve this often using the simplified High 5 version of Netball. We build on this as students are required to develop essential knowledge at a deeper level of each of the components of the game. This also adds ambition and progression of knowledge as students are required to apply the essential knowledge is increasingly challenging and competitive scenarios  It prepares students for future learning (Netball) when they will be required to apply this knowledge with increasing levels of intensity, complexity and more challenging levels of competition.

Students use attacking skills to receive a pass. These attacking skills need to be timed well in order to move away from their opponent. The methods taught are sprint dodge, feint dodge and double feint dodge Sprint dodge- Sprinting diagonally past their opponent either the right or left side

Feint dodge- Feinting in one direction then sprinting to receive in the other Double feint- This dodge is feinting in both directions before sprinting to receive the ball

#### **Defending skills**

Students are taught 3 stages of defence to try to gain possession of the ball. These are: marking a player, marking the ball and interception.

Marking a player (man to man marking)- Within the game students are told who they should be marking, GS and GK, GA and GD, WA and WD, C and C. The idea for man to man is to mark side on to the player so that they can see the oncoming pass and also the direction in which their opponent moves in Marking the ball- Players should be I metre away from their opponent with the ball. Feet shoulder width apart, on their tip toes, leaning forward with arms fully stretched over the ball. Students need to get their distance before their arms go up otherwise they will be pulled up for obstruction Interception- This is when the player sprints towards a ball that's been thrown in mid-air and aims to use their hand to knock it out of the reach of the opposition and gain possession

#### Shooting

Students feet are shoulder width apart, dominant hand is placed under the ball and non-dominant hand at the side of the ball. When preparing to shoot, legs and elbows are bent, with the ball coming just above the forehead, on release legs and elbows extend and the dominant hands wrist pushes the ball upwards and away

All skills can be developed in a variety of ways depending upon their netball experience of the group being taught. The more skillful performers should be given more pressurised situations and also be placed against each other in the game from which to select more advanced skills. They will also be provided with more leadership roles. Less pressure will allow less experienced players to practice the skills being taught in smaller game situations

'Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for *Netball* 

Rules & Regulations - Play Netball (play-netball.co.uk)

Students will	Badminton meets	Badminton	Formative	We start Year 7 with an
develop knowledge	the following		assessment	ambitious sequence of lessons
through a series of	aspects of the	Students will apply their learning in practical situations, often competitive, of		building on the KS2 National
lessons focusing on:	national curriculum	increasing levels of complexity. This includes students practicing using co-operative	During each of	Curriculum.
		rallies to increasing levels of competitiveness to develop tactics etc.	the badminton	
	Use a range of	,	lessons within the	The students are not likely to
	tactics and	Essential knowledge developed:	sequence,	have experienced badminton in
Dadminton	strategies to		students will be	KS2 so this will require the
Badminton	overcome	Badminton – short serve, long serve, overhead clear, overhead drop shot, overhead	provided with	develop of essential knowledge
	opponents in direct	smash, net play, under arm clear, forehand and back hand drive.	formative	at a progressive level of each of
	competition		assessment	the components of the game.
	through individual	Short Serve – Students will know and be able to apply: the correct stance, one foot	focusing on their	This will add ambition and
	and team sports	slightly in front of the other, stand close to the service line. Thumb grip getting racket	application and	progression of knowledge as
		head close to shuttle cock, hold shuttle cock by the nose pointing it towards racket.	understanding of	students start to apply the
	Analyse their	Gentle movement of racket head making contact and following through getting a low	each essential	essential knowledge is
	performances	trajectory over the net aiming to get shuttle to land just past service line.	knowledge point	increasingly challenging and
	compared to	trajectory over the net allfilling to get shattle to land just past service line.		competitive scenarios
	previous ones and	Long Serve – Students will know and be able to apply: the correct stance, one foot	Summative	
	demonstrate	slightly in front of the other, stand close to the service line. Thumb grip getting racket	assessment	
	improvement to	head close to shuttle cock, hold shuttle cock by the nose pointing it towards racket.		
	achieve their	Gentle movement of racket head UNTIL the last second and flick wrist aggressively	Students will	It prepares students for future
	personal best	making contact and following through getting a high fast trajectory over their	engage in a	learning badminton when they
		opponent aiming to get shuttle to land near the back line/tramline.	competitive game	will be required to apply this
	This enables	appoint annual to get offered to fail a feet the basis may transmit.	of badminton and	knowledge with increasing
	students to:	Overhead Clear – Students will know and be able to apply: the correct stance, one	their application	levels of intensity, complexity
		foot in front of the other, with non-racket hand pointing to shuttle while their racket	of the essential	and more challenging levels of
	Take part in	is in the "back scratching position". The shuttle is struck at its highest point from	knowledge will be	competition.
	competitive sports	underneath with force aiming to send the shuttle at a high trajectory towards the	assessed against	
	and activities	back of the court over their opponent's head.	given criteria	
	outside school	back of the court over their opponents head.		
	through community	Quarkand Dran Chat Students will know and he able to apply the correct stance		
	links or sports clubs	Overhead Drop Shot – Students will know and be able to apply: the correct stance,		
		one foot in front of the other, with non-racket hand pointing to shuttle while their		
		racket is in the "back scratching position". The shuttle is struck at its highest point		
		with a smaller force aiming to send the shuttle at a falling trajectory towards the front		
		of the court just over the height of the net.		
		Overhead Smash – Students will know and be able to apply: the correct stance, one		
		foot in front of the other, with non-racket hand pointing to shuttle while their racket		
		is in the "back scratching position". The shuttle is struck at its highest point over the		
1		top of the shuttle with a great force aiming to send the shuttle at a downward		
		trajectory towards the middle of the court just over the height of the net.		
		Forehand Drive – Students will know and be able to apply: the correct stance, racket		
		foot under the racket hand, square on, facing the net. The shuttle is struck at its		
		highest point from the side aiming to send the shuttle at a high speed down the line		
		or cross court depending where opponent's is standing on the court.		

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		Backhand Drive – Students will know and be able to apply: the correct stance, racket foot under the racket hand, square on, back to the net. The shuttle is struck at its highest point from the side aiming to send the shuttle at a high speed down the line or cross court depending where opponent's is standing on the court.		
		<b>Net Play</b> – students aim to intercept a drop shot by getting racket to make contact at net height with racket head just underneath the net. The aim is to get the shuttle to go over the net gently and land in-front of the service line. The more skillful player can push the shuttle like a jab to make it tumble and land closer to the net making it much harder to return.		
		<b>Underarm Clear</b> – forehand or backhand shot. The shuttle is hit with force sending it to the back of the court putting opponents under pressure. The shuttle should aim to go over the opponent's head and land in the back tramlines.		
		All skills can be developed in a variety of ways depending upon the badminton experience of the group being taught. The more skillful performers should be given more pressurised situations from which to select the correct shot. Less pressure will allow less experienced players to select and execute their shot. This will be conducted through king of the court where students end up playing competitively against students of similar ability.		
		'Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for Badminton https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3		
Students will develop knowledge	Table Tennis meets the following	Table Tennis	Formative assessment	We start Year 7 with an ambitious sequence of lessons
through a series of	aspects of the	Students will apply their learning in practical situations, often competitive, of		building on the KS2 National
lessons focusing on:	national curriculum	increasing levels of complexity. This includes students practicing using co-operative	During each of	Curriculum. Very few of our
	lles a range of	rallies to increasing levels of competitiveness to develop tactics etc.	the Table tennis lessons within the	feeder primary schools have
	Use a range of tactics and	Essential knowledge developed:	sequence,	table tennis as an activity they teach to whole classes. They
Table Tanaia	strategies to	Essential knowledge developed:	students will be	may have experience of other
Table Tennis	overcome	Table tennis – Grip, serve, backhand & forehand push return, forehand topspin, back	provided with	racket sports such as tennis or
	opponents in direct	hand top spin. forehand slice, back hand slice.	formative	short tennis that have developed fundamental motor
	competition through team		assessment focusing on their	skills that we can build on
	sports	<b>Grip</b> – forefinger and thumb make a "crocodile shape" fore finger follows the line of	application and	22
	•	the rubber across the bottom of the bat. Thumb wrapped around the grip. The other 3 fingers wrap around the grip of the bat. Make sure the fore finger does not creep up	understanding of	This builds on this as students
	Analyse their	the back of the bat.	each essential	are required to develop
	performances compared to		knowledge point	essential knowledge at a deeper level of each of the
	previous ones and	Push return – back hand and forehand. The bat remains neutral (Vertical) when	Summative	components of the game. This
	demonstrate	contact is made with the ball. A gentle push is given to take the force off the ball. This	assessment	also adds ambition and

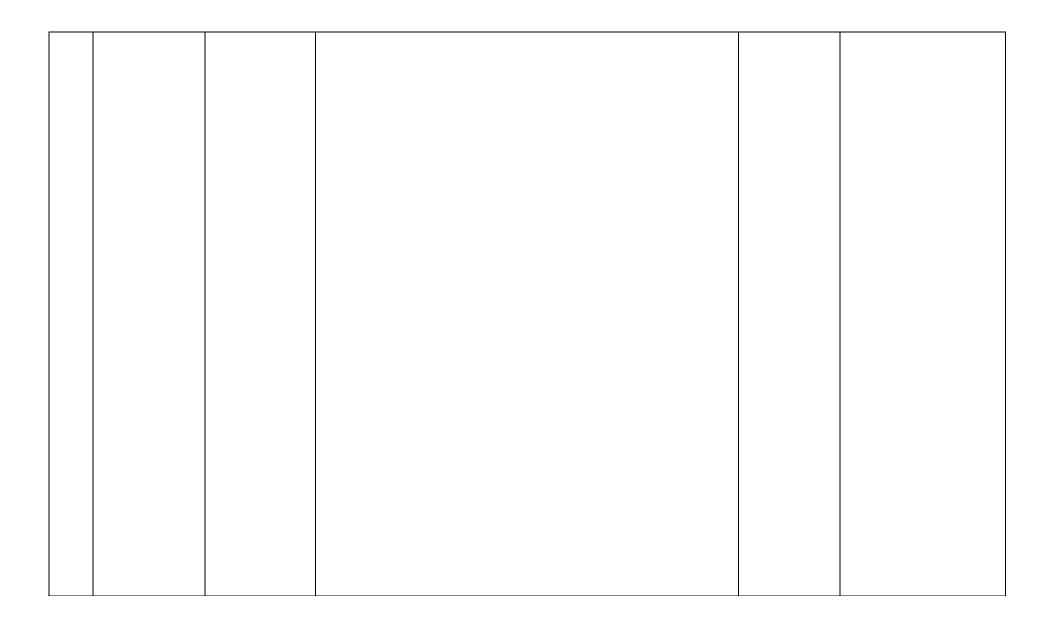
achieve t personal		back hand can be used. A backhand push return is the predominant shot unless the ball is sent out wide to the forehand.	Students will engage in a	students are required to apply the essential knowledge is
This enab students	to: m	ierves – rules = ball must be held in an open palm. The ball must be thrown up a ninimum of 6 inches. The ball must be hit behind the white base line. The ball must be ounce on both sides of the table.	competitive game of table tennis and their application of the	increasingly challenging and competitive scenarios
Take part	t in T	The serve can be long or short over the net, it can go down the line or diagonally	essential	
and activ outside so through o	cive sports vities school community ports clubs	coross the table. The more advanced server can use different spins, side, back or top pin.  Forehand Top Spin – the bat is held in a closed position (tilting forward) to compensate for this the elbow is kept close to the body and the swing is from low to high when contact is made with the ball. This ball is struck off center to cause the ball o spin causing the ball to dip over the net at speed.	knowledge will be assessed against given criteria	It prepares students for future learning when they will be required to apply this knowledge with increasing levels of intensity, complexity and more challenging levels of competition.
	В	Backhand Top Spin – the bat is held in a closed position (tilting forward) to		
		compensate for this the elbow is kept close to the body and the swing is from low to		
		nigh when contact is made with the ball. The technique for backhand is "throwing a		
		risbee" to create the follow through. This ball is struck off center to cause the ball to		
	S	pin causing the ball to dip over the net at speed.		
	F	orehand Back spin (Slice)- the bat is held in an open position (tilting backwards) to		
	CO	compensate for this the elbow is kept close to the body and the swing is from high to		
		ow in a "chopping" motion when contact is made with the ball. This ball is struck off		
	C	enter to cause the ball to spin causing the ball to dip over the net at speed.		
	B	Backhand Back spin (Slice)- the bat is held in an open position (tilting backwards) to		
		compensate for this the elbow is kept close to the body and the swing is from high to		
		ow in a "chopping" motion when contact is made with the ball. This ball is struck off		
	C	enter to cause the ball to spin causing the ball to dip over the net at speed.		
		All skills can be developed in a variety of ways depending upon the table tennis		
		experience of the group being taught. The more skillful performers should be given more pressurised situations from which to select the correct shot. Less pressure will		
		illow less experienced players to select and execute their shot. This will be conducted		
		hrough king of the court where students end up playing competitively against tudents of similar ability.		
	<sub>'E</sub>	Essential Knowledge Reading (To consolidate and provide breadth)		
		https://www.bbc.co.uk/bitesize/guides/zqnhsg8/revision/3#:~:		
		ext=Players%20are%20allowed%20to%20hit,do%2C%20the%2		
	_	Opoint%20is%20conceded.		
	<del>-</del>	ules and regulations for Table Tennis		

Students will	Handball meets the	Handball	Formative	We start Year 7 with an
develop knowledge	following aspects of		assessment	ambitious sequence of lessons
through a series of	the national	Students will apply their learning in practical situations, often competitive, of		building on the KS2 National
lessons focusing on:	curriculum	increasing levels of complexity. This includes students practicing using co-operative	During each of	Curriculum.
		rallies to increasing levels of competitiveness to develop tactics etc.	the Handball	
	Use a range of		lessons within the	Most students have no
	tactics and	Essential knowledge developed:	sequence,	experience of Handball, so th
Handball	strategies to		students will be	scheme builds on the fundamental motor skills tha
	overcome	Handball – Pass, receive, movement with the ball, dribbling, shooting, jump shot	provided with formative	students have they have
	opponents in direct		assessment	developed in many other
	competition through team	Pass – grip of the ball is one handed. Your thumb and little finger "pinches" the side	focusing on their	sports. Students are require
	sports	of the ball holding it in position and the middle finger is used for the power of the	application and	to develop essential knowled
	sports	pass. Technique – elbow up high, passed with a bent arm in a whip action. Follow	understanding of	of each of the components of
	Analyse their	through after the release of the ball.	each essential	the game. This also adds
	performances		knowledge point	ambition and progression of
	compared to	<b>Receive</b> - using a "W" shape with your hands close together with arms outstretched.	Kilowicuge politi	knowledge as students are
	previous ones and	When the ball makes contact with your hands bring little fingers in to wrap hand	Summative	required to apply the essenti
	demonstrate	around the ball. Bend the arms at the elbow to cushion the ball. Adjust your stance if	assessment	knowledge is increasingly
	improvement to	needed to shield the ball from the opposition.	assessment	challenging and competitive
	achieve their		Students will	scenarios
	personal best	Movement with the ball - you are allowed to take 3 steps with the ball, to further	engage in a	
	'	increase distance you can bounce the ball by throwing it one-handed into the ground	competitive game	
	This enables	and taking it in two hands followed by a further 3 steps. At this point the ball must be	of Handball and	
	students to:	passed, or a shot taken.	their application	It prepares students for futu
		passed, of a shot taken.	of the essential	learning Handball when they
	Take part in	Dribbling and receiving the hell with no ennection in front of you can repeatedly	knowledge will be	will be required to apply this
	competitive sports	<b>Dribbling</b> – once receiving the ball with no opposition in front of you can repeatedly	assessed against	knowledge with increasing
	and activities	bounce the ball with one hand while moving. Once the ball is brought into 2 hands a	given criteria	levels of intensity, complexit
	outside school	further 3 steps can be taken before you have to release the ball as a pass or shot.		and more challenging levels
	through community			competition.
	links or sports clubs	<b>Shooting</b> – same technique as the pass with high elbow and grip but more force is		
		applied. Were possible aim down to make it harder for the goalkeeper, try and		
		transfer weight from the back foot to the front foot to increase power.		
		lump that _ camp action with high allow. A right handed player will take 2 stone and		
		Jump shot – same action with high elbow. A right-handed player will take 3 steps and		
		take off with their left foot. The purpose is to travel into the "D" without touching the		
		floor, the ball must be released before the jump is landed. The aim is to burst through		
		the defense and get closer to the goal.		
		(Forestick Keep Lades Booking (Toronoullidate and an interpretation)		
		'Essential Knowledge Reading (To consolidate and provide breadth)		
		Rules and regulations for Handball		
		https://www.bbc.co.uk/bitesize/guides/zywwmnb/revision/3		

Students will	Dance meets the	Dance	Formative	We start Year 7 with ambitious
develop knowledge	following aspects of		assessment	motif creating lessons building
through a series of	the national	There are the America common and within demonstration will use to develop anotify		on the KS2 National
lessons focusing on:	curriculum	These are the 4 main component within dance that they will use to develop motifs into a piece of choreography. <b>ACTION, SPACE, DYNAMICS, RELATIONSHIPS.</b>	During each of the Dance lessons	Curriculum.
Dance	Use a range of key elements to create and develop movement into choreography	Action – They will know that ACTION is WHAT you do, this could include travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight. (Everything you use to create a motif)  Space – They will know that SPACE is about WHERE you move, you can create different pathways, Levels, directions, size of movement, patterns, spatial design.  Dynamics – They will know that this is HOW you perform a movement, this can vary	within the motif creation students will be provided with formative assessment focusing on their	This unit builds upon the KS2 PE National Curriculum when students are asked to perform dances using a range of movement patterns
The range of Dance styles that students will experience will include	Analyse and assess their performances compared to previous ones and demonstrate improvement to	and differ depending on the music. For example, fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt.  Relationships – They will know this is WHO you perform with - lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations.	application and understanding of each essential knowledge point	This builds on this as students are required to develop essential knowledge at a deeper level of motif development and choreography
,	perform finished		assessment	Choreography
Hip Hop / Commercial	choreography  This enables	Creating a Motif - Students will learn that a motif is a movement or a small phrase of movements that embodies the style & content of the dance. It can convey the theme/ idea of the dance in a physical form, convey a character, or reflect the initial visual	Students will engage in a	Ambition and progression of knowledge is added as students
Contemporary	students to:	stimulus e.g., a pose from a picture, sculpture, a photography etc. This is a made up of 5 key elements: Travel, Jump, Turn, Gesture and Stillness. A motif is usually introduced at the start of a dance, then once established is developed and varied. An	performance of Dance and their	are required to apply the essential knowledge is increasingly complexity and
	Take part in extra curriculum activities outside school:	entire dance can be built around the development and variation of a few contrasting motifs.	application of the essential knowledge will be	challenge  It prepares students for future
	dance clubs/ shows and performances	<b>Travelling</b> – They will know that travelling is a key action in dance in which you use your feet and body to move across the space. This includes stepping, running, jumping, transferring body weight, and sliding. Travelling can be used in variety of different patterns to keep the choreography interesting for example curved, zigzag, straight, and circular pathways.	assessed against given criteria	learning when they will be required to apply this knowledge with increasing levels of intensity, complexity and more challenging levels of choreography and professional
		Jump - They will know that a jump is performed effectively by bending of the knees (plié) and use of arms for elevation, control the landing by softening the knees. know that jumps differ in the amount of feet you take off of to the amount you land on. (2 to 2, 2 to 1, 1 to 2, 1 to the same 1 and 1 to the other)  Jumps may be used to enhance performance, explosive jumps, change in dynamics, change of levels.		works.
		Turn- students will know that turning are a rotation of the full body and can be just a slight change of direction to a full turn or pirouette. Turns can also be performed as a jump. There are many different combinations of turns including ¼, ½, 1/3 or a full turn. These can also be performed on different levels to enhance the choreography and make it interesting to watch.		
		Gestures - They will know that gestures are the movement of any part of the body, that portrays a concept or mood. This can be transfer of weight, a hand wave, or any everyday movement. For example, frequent and even wild hand gestures, finger		

pointing, arms waving in the air, raking fingers through their hair and Invasion of personal space to send a message of hostility. **Stillness** is a motionless pose (pause) used during the dance sequence. Stillness provides a frame for motion. When the dancer stops moving, it serves to accent the previous move -- it lets the viewer know that something important just happened. This can also create tension for the dance piece. Motif development - They will know that it is a choreographic device that involves using a single movement or short movement phrase that is manipulated (e.g., by varying the elements of movement, by repetition, by fragmentation, using different body parts) to develop movement sequences for a dance. Students will work in duets or small groups to create 1-3 motifs and then develop using a variety of different choreographic devices including action, space, dynamics, relationships, canon, unison, mirroring, different formations, pathways etc. Students will apply their prior knowledge of motif creation and development to choreograph a short performance. Which will be fluid and performed with extension and They will learn how both difficulty and quality of performance combine to create an overall assessment grade and that how they choose to devise their piece will affect their final grade. They will learn how to assess other students' performances using set criteria. 'Essential Knowledge Reading (To consolidate and provide breadth) Some essential elements of Dance The 5 Most Important Elements of Dance | Life Persona

Students	will	Outdoor and	Outdoor and Adventurous activities	Formative	The National Curriculum in KS2
	knowledge	adventurous	Outdoor and Adventurous activities	assessment	requires students to take part
through a		activities meet the		400000	in outdoor and adventurous
	ocusing on:	following aspects of	Communication	During each of	
1333311313		the national	Students will learn how both verbal and non-verbal communication is essential in	the OA lessons	activity challenges both
		curriculum	getting a team to work effectively. They will understand how body language and	students will	individually and within a team.
			facial expression can convey information and they will learn how important clarity is	demonstrate that	In reality this manifest itself in
		Use a range of	with verbal communication. They will learn how listening is vital effective	the understand	
	Education.	tactics and	communication and effective problem solving as sometimes solutions are found by	the qualities	different activities in each of
This include		strategies to	students who may not be loud or outgoing but are insightful.	required to	our primary feeder schools.
	solving and	overcome		problem solve.	Our students build on this work
trust build	U	challenges.	Organisation	They will de	by completing a variety of
exercises a		Ü	Students will learn the importance of good quality organisation of both equipment	formatively	
to include	2:	Analyse their	and people in achieving success in a task. They will	assessed on hoe	problem-solving tasks and
		performances	Effect at a transfer	they display these	identifying the attributes they
Bench ord	der and	compared to	Effective teams	qualities and how	are developing whilst
Tyre Runn	ning	previous ones and	Students will learn the essential qualities of an effective team such as leadership and	they can explain	completing.
		demonstrate	team working. They will understand how listening and cooperating facilitate team	their relevance.	This Cale and a Change
		improvement.	cohesion. Students will be empowered to take on different roles within their team		This Scheme of Learning
			and will understand the important of each.	Summative	prepares students to move to
Mat Timer	er and River	This enables	Resilience	assessment	more complex orienteering
crossing	i and river	students to:	Students will learn that often solutions must be worked at as they are not simple.		activities.
Crossing			They will understand that working through solutions that do not succeed is part of the	Students	
		Take part in	process and that resilience is needed when problem solving in PE and in life. This	summative	
		competitive sports	culture of error is a life skill	assessment will	
		and activities	Culture of error is a file skill	be cumulative.	
Mastermii	ind games	outside school	Leadership	They will be	
		through community	They will learn how leaders can be autocratic or democratic and that the style of	assessed on their	
		links or sports clubs	leadership should depend upon the situation i.e., if there is danger or a clear expert in	knowledge and	
			the group then autocratic is useful. If there are good relationships and a clear task set	application of key	
Circle un a	and sheep		then democratic may be preferable. Students will learn that high quality leaders have	skills against	
pen	and sneep		good subject knowledge, are empathetic and are effective communicators. They will	given criteria.	
pen			understand that a pragmatic approach to problem solving is often beneficial.		
			and crosses and a programme approach to problem 30191118 13 often beneficial.		
			Navigation skills		
			students will learn how to highlight features on a map, orientate a map and navigate		
Human Kn			to a set point on the map.		
Hoop Pass	S				
			'Essential Knowledge Reading (To consolidate and provide breadth)		
			What is outdoor education.		
			What is an Outdoor Education? (with pictures)		
			(practicaladultinsights.com)		
			Tpracticaladultinsights.comj		



Students will	Rugby meets the	Rugby	Formative	We start Year 7 with an
develop knowledge	following aspects of		assessment	ambitious sequence of lessons
through a series of	the national	Passing:		building on the KS2 National
lessons focusing on:	curriculum	Players start with the ball in both hands, using their fingers to control it. They	During each of	Curriculum.
		must look at the intended recipient, and then swing their arms in that	the rugby lessons	
Rugby	Use a range of	direction. Use the hand and arm furthest from the receiver to push the ball,	within the	This unit builds upon the KS2
	tactics and	just use the other hand as a guide. As players loosen their grip on the ball,	sequence,	NC PE curriculum when
	strategies to overcome	they flick their fingers and wrists, so the fingers point towards the target.	students will be provided with	students are asked to play competitive sports. This builds
	opponents in direct	Players keep their eyes on the ball. After they have passed the ball, they	formative	on this as students are required
	competition	follow the pass to support their teammate in possession.	assessment	to develop essential knowledge
	through team	Tollow the pass to support their teammate in possession.	focusing on their	at a deeper level of each of the
	sports	Tackle:	application and	components of the game. This
		Keep eyes open, back straight, hands in a catching position, elbows in and go	understanding of	also adds ambition and
	Analyse their	forward. Keep feet alive - Move feet quickly and adjust so the leading foot is	each essential	progression of knowledge as
	performances	close to the ball-carrier. Drive - Make firm contact with the shoulder and with	knowledge point	students are required to apply
	compared to	the head to the side. Wrap - Punch arms forward and around the ball-carrier.		the essential knowledge is
	previous ones and	the flead to the side. Wrap - Pulich arms for ward and around the ball-carrier.	Summative	increasingly challenging and
	demonstrate	Evasion skills:	assessment	competitive scenarios
	improvement to achieve their	Beat an opponent by using speed, bump them off, sidestep, dummy, kick,	Students will	
	personal best		engage in a	
	personal best	hand off, pass through a gap, dummy kick	competitive game	It prepares students for future
	This enables	Dusting	of rugby and their	learning (rugby) when they will
	students to:	Rucking:	application of the	be required to apply this
		Players to touch the ground with both hands at the same time just before the	essential	knowledge with increasing
	Take part in	contact. If their heads are up looking for the point of contact, then they	knowledge will be	levels of intensity, complexity
	competitive sports	should be in a great position to give all their power to the ruck. Both hands	assessed against	and more challenging levels of
	and activities	together square the shoulders, making the spine in line and the force more	given criteria	competition.
	outside school	effective.		
	through community			
	links or sports clubs	Mauling:		
		When the ball carrier is held but not brought to the ground a maul may form.		
		You need to know when a maul has formed because it affects what you are		
		allowed to do. For a maul to formThere must be a least three players. The		
		three players must include: The ball carrier		
		An opponent, holding the ball carrier, A teammate of the ball carrier, bound		
		to the ball carrier. Players must be on their feet and attempt to stay on their		
		feet. The players must be in the field of play. The group of players must be		
		moving towards a goal-line		
		Scrummaging:		
		Hooker is first to the scrum - The hooker's arms rest on the props shoulders		
		and the props arms grasp the hooker's shirt The open side prop places his		
		shoulder behind that of the hooker The blind side prop shoulder is firmly		
		under the hookers to allow the hooker to bind correctly - The feed must be		

develop knowledge through a series of lessons focusing on:  Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances comperated to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports  Time and the following aspects of the following aspects of the sequence development: pathways and modes of travel, flight, balance and rotation. They will learn the key elements of producing aesthetically pleasing work using tension and extension in movements and creating a clear start and finish to their work.  Student will learn how rotation is improved with a tightly tucked shape.  They will learn how rotation is improved with a tightly tucked shape.  They will learn how rotation is improved with a tightly tucked shape.  They will learn how rotation is improved with a tightly tucked shape.  They will learn that a balance is a relatively unstable position held stably.  They will learn that a balance is a relatively unstable position held stably.  They will learn that a balance is a relatively unstable position held stably.  They will learn that a balance is a relatively unstable position held stably.  They will learn that a balance is a relatively unstable position held stably.  They will learn that a balance is a relatively unstable position held stably.  They will learn that a balance is a relatively unstable position held stably.  They will learn that a balance is a relatively unstable position held stably.  They will learn that a balance is a relatively unstable position held stably.  They will learn that a balance is a relatively unstable position held stably.  They will learn that a balance is a relatively unstable position held stably.  They will earn that a balance is a relatively unstable position held stab	Students will	Gymnastics meets	horizontal, and the hooker must strike the ball back with their feet Walk over the ball  Lineouts: Face the lineout and stand on the balls of your feet in opposition – left foot forward. Shift your weight on your front foot, with your knee slightly bent. The right hand should be near the back of the ball with the fingers spread and pointing up. The left hand should be near the front of the ball with fingers spread and pointing up.  'Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for Rugby <a href="https://www.bbc.co.uk/bitesize/guides/zxcg4j6/revision/3">https://www.bbc.co.uk/bitesize/guides/zxcg4j6/revision/3</a>	Formative	We start Year 7 with an
outside school through community links or sports clubs  combine their landing with rotations to create combinations of movement which are performed with control and fluency.  Sequence development  competition.	develop knowledge through a series of lessons focusing on:	the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community	pathways and modes of travel, flight, balance and rotation. They will learn the key elements of producing aesthetically pleasing work using tension and extension in movements and creating a clear start and finish to their work.  Rotation  Students will learn how rotation is improved with a tightly tucked shape. They will experiment with a variety of rolls and will learn how to combine them to create fluency in a sequence. They will learn the essential elements of a forward roll and a cartwheel.  Balance  Student will learn that a balance is a relatively unstable position held stably. They will develop balance using various types of body parts – points patches and edges and will enhance the quality of their work by focussing on tension and extension. Examples of balance all students will perform includes shoulder stand, headstand, arabesque, v-sit.  Flight  Students will learn the safety rules for the use of springboards and trampettes i.e. always a two footed take off and a two footed landing. They will gain height starting from a low bent legged position and using their arms to create momentum into the flight. Students will add shapes into their flight using good body tension and extension to enhance quality. Students will combine their landing with rotations to create combinations of movement which are performed with control and fluency.	assessment  During each of the Gymnastics lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a performance of Gymnastics and their application of the essential knowledge will be assessed against	ambitious sequence of lessons building on the KS2 National Curriculum.  This unit builds upon the KS2 NC PE curriculum when students are asked to perform gymnastic skills and sequences.  This builds on this as students are required to develop essential knowledge at a deeper level of each of the components of the game.  This also adds ambition and progression of knowledge as students are required to apply the essential knowledge is increasingly challenging and competitive scenarios  It prepares students for future learning when they will be required to apply this knowledge with increasing levels of intensity, complexity and more challenging levels of

Students will work in pairs to creates Gymnastic sequences. They will use a variety of choreographic techniques to develop their work. Cannon unison, matching, mirroring, balance and counterbalance will all be used as students apply their learning from previous lessons to create an aesthetically pleasing routine that has tension extension, control and fluency. They will learn how both difficulty and quality of performance combine to create an overall assessment grade and that how they choose to devise their piece will affect their final grade. They will learn how to assess other students' performances using set criteria.	
'Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for Gymnastics  Gymnastics   BBC Sport	

Students will	Fitness meets the	Fitness	Formative	We start Year 7 with an
develop knowledge	following aspects of		assessment	ambitious sequence of lessons
through a series of	the national	Students will learn the generic health and safety principles of work in the		building on the KS2 National
lessons focusing on:	curriculum	fitness suite. Including spacing, use of correct lifting techniques, appropriate	During each of	Curriculum.
		choice of weight when lifting.	the fitness lessons	
	Analyse their	They will learn how to use the different items of equipment with the correct	within the	This unit builds upon the KS2
	performances		sequence,	NC PE curriculum when
Fitness	compared to	technique. They will learn about repetitions and sets.	students will be	students are asked to play
Titiless	previous ones and		provided with	competitive sports. This builds
	demonstrate	Students will learn about how a warm up prepares for exercise by raising	formative	on this as students are required
	improvement to	temperature, loosening tendons and ligaments, raising heart rate and	assessment	to develop essential knowledge
	achieve their	breathing rate and getting performers prepared psychologically.	focusing on their	at a deeper level of each of the
They will develop	personal best	They will learn how cool down reduces the likelihood of muscle soreness by	application and	components of the game. This
their essential		helping to remove lactic acid from muscles and improves flexibility through	understanding of	also adds ambition and
knowledge through	This enables	stretching.	each essential	progression of knowledge as
taking part in	students to:		knowledge point	students are required to apply
	Tales was to	Students will learn about setting personal targets for improvement. They will	C	the essential knowledge is
Continuous training	Take part in	learn how their training should be specifically tailored to achieve their	Summative	increasingly challenging and
	competitive sports	targets. Students will learn how to measure the intensity of their work using	assessment	competitive scenarios
Interval Training	and activities outside school		Canada ana an ill	
· ·	through community	the perceived exertion scale.	Students will	
Fartlek training	links or sports clubs		engage in a competitive game	It prepares students for future
rartick training	illiks of sports clubs	Student will learn how the cardiovascular system is used to provide energy	of football and	learning in Fitness and when
Cinevit toologe		for exercise. They learn how to measure heart rate and will learn about	their application	studying examination PE when
Circuit training		resting heart rate, maximum heart rate and working heart rate. They will	of the essential	they will be required to apply
		understand training zones and how the different zones require the use of	knowledge will be	this knowledge with increasing
		different energy systems and provide different benefits. They will be shown	assessed against	levels of intensity, complexity
		links to apps that allow them to measure heart rate.	given criteria	and more challenging levels of
			0	competition.
		Student will learn the names and locations of the main muscle groups. They		
		will learn how to target those muscle groups with specific exercises.		
		Students will know what is meant by circuit training and understand the		
		benefits of using it to work different muscle groups intensely and then being		
I		able to rest them during the course of a circuit. They will use this knowledge		
		to develop their own circuit tailored to their own fitness needs.		
		Students will learn how to test their fitness using fitness tests such as multi-		
		stage fitness test, sit up test and sit and reach test. They will learn how to		
		compare their results to national averages/normative data.		
		'Essential Knowledge Reading (To consolidate and provide breadth)		
		The benefits of taking part in physical activity for Fitness		
		https://www.bbc.co.uk/bitesize/guides/z8j87hv/revision/1		
<u> </u>		TICEPS.// WWW.DDC.CO. didy DiteSize/ gaides/2010/11V/1EVISION/ I		

Students	will	Football meets the	Football:	Formative	We start Year 7 with an
develop l	knowledge	following aspects of		assessment	ambitious sequence of lessons
through a	a series of	the national	Students will apply their learning in practical situations, often competitive, of		building on the KS2 National
lessons fo	ocusing on:	curriculum	increasing levels of complexity. This includes moving from smaller groups to larger	During each of	Curriculum.
			SSG increasing the need for development of tactics etc.	the football	
		Use a range of	σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ	lessons within the	This unit builds upon the KS2
		tactics and	Essential knowledge developed:	sequence,	NC PE curriculum when
Football		strategies to		students will be	students are asked to play
Football		overcome	Football passing receiving shooting defending/attacking turn, dribble, Heading	provided with	competitive sports. This builds
		opponents in direct		formative	on this as students are required
		competition	Passing the ball – Students will know and be able to apply: the angle of approach for	assessment	to develop essential knowledge
		through team	different passes, non-kicking foot beside the ball, head over the ball, arm out for	focusing on their	at a deeper level of each of the
		sports	balance, instep for shorter passes and laces for longer passes, follow through in	application and	components of the game. This
			direction of pass – curled passes with inside or outside of foot and lofted pass may be	understanding of	also adds ambition and
		Analyse their	developed.	each essential	progression of knowledge as
		performances		knowledge point	students are required to apply
		compared to	This skill can be developed in a variety of ways depending upon the football experience		the essential knowledge is
		previous ones and	of the group being taught. The more skillful performers should be given more	Summative	increasingly challenging and
		demonstrate	pressurised situations from which to select and execute the correct pass. Less pressure	assessment	competitive scenarios
		improvement to	will allow less experienced players time to select and execute their pass.		
		achieve their		Students will	
		personal best	<b>Receiving the ball-</b> Students will know and be able to apply keeping eye on the ball,	engage in a	the construction of the first
		This smalles	move to the line of the ball, to cushion control absorb the speed of the ball by moving	competitive game	It prepares students for future
		This enables	away on contact (foot, thigh, chest, head. Get the ball out from under your feet so	of football and	learning (football) when they
		students to:	you can step into the following pass.	their application of the essential	will be required to apply this
		Take part in	A variety of feeds to be used to practice control with different body parts i.e., foot,	knowledge will be	knowledge with increasing
		Take part in competitive sports	thigh, chest head.	assessed against	levels of intensity, complexity and more challenging levels of
		and activities	This skill can be developed in a variety of ways depending upon the football experience	given criteria	competition.
		outside school	of the group being taught. The more skillful performers should be given more	given criteria	competition.
		through community	pressurised situations from which to select and execute the correct control. Less		
		links or sports clubs	pressure will allow less experienced players time to select and execute their control.		
		mino or sports class			
			Shooting Diagonal angle of approach, arm out for balance and protection, eyes on the		
			ball. Laces contact, with head over the ball. A low strike aimed at bottom corner of		
			goal. Variety of shooting scenarios should enable students to develop their schema		
			for shooting (ball rolled towards / away / from the side / volley / over shoulder.		
			Signature State St		
			<b>Defending</b> – position between attacker and goal, closer to the goal tighter the		
			marking, low centre of gravity, legs bent, eyes on the ball, sideways position. when		
			your attacker does not have the ball maintain goal side position and make sure you		
			can see the ball and your men. These skills are developed through 1 to 1 challenge at		
			first with students progressing to 2v2 and 4v4.		
			<b>Dribbling</b> - Fake in one direction by bending knee and dipping shoulder, initial		
			movement in one direction followed by a quick change of direction and acceleration		
1			away from defender. Scissors / double touch /		

Students will develop knowledge	Hockey meets the following aspects of	Hockey	Formative assessment	Our discussions with local feeder primary schools tel
		https://www.bbc.co.uk/bitesize/guides/zqvf39q/revision/1		
		'Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for Football		
		They should adapt to changes in a competitive situation to succeed against a variety of opponents.		
		Students should communicate effectively during small sided games.		
		attack.		
		Students should develop positional awareness during games in defence and		
		Essential techniques to include a good level of accuracy, precision, control and fluency.		
		Heading can be developed using the throw head catch game and attacking headers can be practiced with a hand feed to an attacker running onto the ball.		
		contact ball below mid-point and aim for distance away from goal into wide space. Attacking contact above midline of the ball, downwards towards corner of goal.		
		<b>Heading</b> – eyes open, forehead contact, firm neck, arch back, feet wide, defensive-		
		control and fluency, during conditioned/ competitive situations, to include the following.		
		height moves to the line of the ball  Students should demonstrate techniques and decision making, with precision,		
		play (angles and distances move forward to narrow the angle), high catch move to line of the ball one leg jump drive knee up and take the ball at highest point. Mid		
		Goalkeeping skills - Goalkeeping: Shot stopping (starting from kneeling dive, crouched dive, standing dive), one hand behind the ball one hand on top, positional		
		Rules of the game – Contact, handball, throw in, corner, goal kick.		
		every 4/5 steps / lift head between touches, eye on ball at contact point, travel as quickly as you can.		
		Running with the ball – ball must stay under close control, soft touch with laces,		
		challenges. Teams score by achieving a certain number of consecutive passes (chosen by teacher based on class knowledge)		
		into the turn slowly, move the ball out from beneath your feet, then accelerate away with the ball. These skills can be developed using possession-based football		
		<b>Turning</b> , turning with the ball (inside, outside, Cruyff, drag back) Coming back from a direction of travel, have ball close to body, get low to improve turn efficiency, move		
		2v2 where students then choose when to dribble or pass.		

through a series of	the national	During this unit, students develop essential knowledge of the following		that students do not learn
lessons focusing on:	curriculum	aspects of the sport:	During each of	about hockey at KS2. This is
		Students will know and he able to analy	the hockey	therefore a new sport that is
Hockey	Use a range of tactics and	Students will know and be able to apply	lessons within the	introduced and therefore provides ambition and
	strategies to	<b>Dribbling</b> –: hands wide, feet wide, turning the stick to move the ball left and	sequence, students will be	challenge for students.
	overcome	right across the body (flat side of the stick only). Speeding up as become	provided with	However, the unit also builds
	opponents in direct	more skilful, travelling whilst dribbling and moving more quickly as skills	formative	upon the knowledge develop
	competition	improve. Increased pressure as move to a last man standing competitive	assessment	in primary schools other
	through team	game of dribbling.	focusing on their	invasion sports such as footb
	sports		application and	and builds upon the
		<b>Passing</b> – push pass – using cones as gate – feet wide hands wide. Cushion	understanding of	fundamental motor skills over
	Analyse their	control and transfer of weight from back foot to front to create momentum	each essential	KS1/2
	performances	for pass, push ball and follow through in direction of pass. Stick must remain	knowledge point	
	compared to	below waist height.		It prepares students for futu
	previous ones and	Slap pass – feet wide, hands move from wide to narrow grip, eyes fixed on the	Summative	learning (hockey) when they
	demonstrate	ball, contact with ball directly in front of body/feet, head over the ball and	assessment	will be required to apply this
	improvement to	follow through in direction of the pass.		knowledge with increasing
	achieve their	Control – Move to the line of the ball, hands wide, legs bent and feet wide,	Students will	levels of intensity, complexit
	personal best	stick to be place along the floor to provide largest area for controlling the	engage in a	and more challenging levels
	This enables	ball. On control move the ball slightly forward to enable swift movement into	competitive game of hockey and	competition.
	students to:	passing position. Upright control, reach forward to the ball with stick upright	their application	
	students to.	and on contact move stick and bodyweight backwards slightly to cushion the	of the essential	
	Take part in	ball.	knowledge will be	
	competitive sports		assessed against	
	and activities	<b>Running with the ball</b> – ball to stay connected to the end of stick. Students to	given criteria	
	outside school	practice moving and gradually increasing speed whilst maintaining good		
	through community	control. Eyes to switch between looking at ball to lifting head to assess the		
	links or sports clubs	game. Defender to be introduced and dribbling skills included. Develop		
		decision making and capacity to work under pressure.		
		Game play – Students need time to apply their newly learned skills in		
		competitive situations. At first this may be with an overload of attacking		
		player e.g., 2v1 or 3v2. Eventually this will move to 2v2v 4v4 and 6v6. As well as learning how to apply skills students will develop their knowledge and		
		application of rules.		
		Rules: stick rules (flat side, safety, stick tackles) Gumshield strong		
		recommendation, ball out of play (pass in or run in with ball), feet, free hit		
		rules i.e., distance, advantage rule.		
		'Essential Knowledge Reading (To consolidate and provide breadth)		
		Rules and regulations for Hockey		
		Hockey scoring, rules and officials - Hockey - factfile - GCSE Physical Education Revision - Eduqas - BBC Bitesize		
Students will	Rounders meets the	Rounders	Formative	We start Year 7 with an
develop knowledge	following aspects of	nounucis	assessment	ambitious sequence of lesso
acverop knowledge	Tollowing aspects of		assessment	ambitious sequence of lesson

through a series of lessons focusing on: Rounders	the national curriculum  Use a range of tactics and	Throwing Preparation- body side on. Ball arm position back and higher than shoulder, forward arm pointing to target, push off from back foot, stride front foot forward and plant foot, pivot hips to face direction of throw, rotate throwing	During each of the rounders lessons within the sequence,	building on the KS2 National Curriculum.  This unit builds upon the KS2 NC PE curriculum when
	strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	arm shoulder towards target, flick wrist of point of release just behind ear for long distance throw, arm follows through towards target and all weight is transferred forward  Catching  When catching at body level- cross little fingers and form a cup, aim to catch at the base of your fingers, wrap fingers around the ball and bring into body For a high catch- Approach ball as it starts to descend, attempt to catch at eye level and keep your hand high, interlock the thumbs and reduce the gap between the hands, catch at the base of your fingers  Fielding  Long barrier- Get in line with the ball, head over the ball, fingers pointing down, hands together and watch the ball, kneel on non-throwing knee, make a long barrier with your knee in line with your opposite foot heel so that you are fully behind the ball  Batting  When batting have a good firm grip around the handle of the bat. All fingers around the bat holding it with one hand. The top of the bat points towards the sky. Hold the bat up high to get a big swing to hit the ball. Stand side on with legs shoulder width apart. If right-handed stand with your left leg in front, if you are left-handed stand with your right leg in front  Bowling  Basic- Start in the box, knees bent with ball released inside the square, hips and shoulders in line, pendulum motion of the arm, step forward with left foot if right-handed or right foot if left-handed. Aim to bowl between the batters knee and top of head and aim to bowl into backstops hands  'Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for Rounders https://simplerounders.co.uk/rules-of-the-game/	sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of rounders and their application of the essential knowledge will be assessed against given criteria	students are asked to play competitive sports. This builds on this as students are required to develop essential knowledge at a deeper level of each of the components of the game. This also adds ambition and progression of knowledge as students are required to apply the essential knowledge is increasingly challenging and competitive scenarios  It prepares students for future learning when they will be required to apply this knowledge with increasing levels of intensity, complexity and more challenging levels of competition.
Students will develop knowledge through a series of	Cricket meets the following aspects of the national curriculum	Cricket Fielding	Formative assessment  During each of	We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum.
lessons focusing on: Cricket	Use a range of tactics and	catching Ready position and early preparation, body moving to flight of the ball. Eyes on the ball always.	the hockey lessons within the sequence,	This unit builds upon the KS2 NC PE curriculum when

strategies to overcome opponents in direct competition through team sports

Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

This enables students to:

Take part in competitive sports and activities outside school through community links or sports clubs High catch – fingers up, thumbs together, extend arms and cushion ball as collect it. Bring ball into body.

Low catch – Feet wide apart and legs bent, fingers down, little fingers together, extend out towards ball and cushion catch towards or to the side of your body. Short barrier (foot behind ball then reach down to collect) and long barrier (sideways on, knee closest to ball goes to ground creating wide area to stop the ball.

#### Throwing

Sideways on, hold ball with fingers, step towards target, point to target, lead with elbow and use whip action to generate speed. Follow through in direction of the target.

#### **Bowling**

The run-up: As you set off from the top of your run-up, start by using small steps before changing to larger strides

Keep your arms close to your body and your head steady - keep your eyes fixed on the target - the batsman

The bound: As you approach the crease, turn your body to get side on and lean back slightly

Coil: Bowling action

The coil is the spring from which the ball is released. Keep the ball close to your chin with your head looking behind a high front arm

As your back foot lands on the pitch, keep your body upright. Your back leg should remain stable and support the body while the front foot should be raised slightly

Your front foot should be pointing to the batsman as it lands with the leg braced ready to take the full impact of the delivery

Release: As the shoulders begin to rotate, push your bowling arm forward and down from the coil position, with your non-bowling arm pointing to the batsman

The arms should rotate through with the ball released at the top of the delivery arc

Follow through: Bowling action

As you follow through, fold your bowling arm into your body and swing your hips around to finish

Your momentum will take you towards the batsman but make sure you don't run down the middle of the pitch

#### Batting.

**D**riving technique.

With your eyes fixed on the ball, lean in with the front shoulder. The front foot and a bent front knee form the base for the shot.

students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point

## Summative assessment

Students will engage in a competitive game of cricket and their application of the essential knowledge will be assessed against given criteria students are asked to play competitive sports. This builds on this as students are required to develop essential knowledge at a deeper level of each of the components of the game. This also adds ambition and progression of knowledge as students are required to apply the essential knowledge is increasingly challenging and competitive scenarios

It prepares students for future learning in Cricket when they will be required to apply this knowledge with increasing levels of intensity, complexity and more challenging levels of competition.

Students will develop knowledge through a series of lessons focusing on: Tennis	Tennis meets the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct	https://www.bbc.co.uk/bitesize/guides/ztg3rdm/revision/3  Tennis  Forehand Ready position- body facing forward, feet shoulder width apart, knees slightly bent, weight on balls of feet, take the racket back making a 'C' shape with the head, as this occurs shoulders turn, racket then moves from low to high as hips are turned and you step into the shot, finish with the racket wrapped around the neck ( like a scarf) over the shoulder	Formative assessment  During each of the tennis lessons within the sequence, students will be provided with formative	We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum.  This unit builds upon the KS2 NC PE curriculum when students are asked to play competitive sports. This builds on this as students are required
		Wicket keeping Stand close for spin far for a fast bowl. Stand batside of the wicket. Legs wide, eyes on the ball, ready to move quickly in reaction to ball movements.  'Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for Cricket		
		Cut shot The back foot moves back towards the stumps and across towards the line of the ball. The front shoulder should turn to the offside as the bat is taken back. The bat is brought down and across, making contact with the ball at full arm extension. Keep the head still and roll the wrists forwards to keep the ball down Follow through with the shot, leaving the weight on the back foot and the bat finishing over the front shoulder and behind the head.		
		The bat accelerates through a straight path, with the wrists relaxing and the face of the bat pointing to the sky.  Pull technique.  As backswing begins, the head, shoulders and back foot move back and across.  Front leg is moved back and towards the leg side, forming the base for the shot with the head slightly forward.  Front leg is moved back and towards the leg side, forming the base for the shot with the head slightly forward.		
		The head should at least be level or ahead of the front knee, with the back foot raised up to the toes.  The bat accelerates vertically, and contact is made with the eyes directly under the ball.		

competition through team sports  Analyse their performances compared to previous ones at demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive spo and activities outside school through commu links or sports cl	Volley Stand square to the net, eyes on the ball, racket head high. Punch action towards the ball, control the racket head, pointing the racket face to the direction you want the ball to travel.  Serve Stand foot facing end of net, wide stance, controlled throw with straight arm. Back scratch action with racket and controlled contact with the ball aiming for far end of service box. High contact but feet stable and balance on the floor at contact point. Follow through into ready position in preparation for	assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of tennis and their application of the essential knowledge will be assessed against given criteria	to develop essential knowledge at a deeper level of each of the components of the game. This also adds ambition and progression of knowledge as students are required to apply the essential knowledge is increasingly challenging and competitive scenarios  It prepares students for future learning when they will be required to apply this knowledge with increasing levels of intensity, complexity and more challenging levels of competition.
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## Year 8

Content /Topic	NC/Specification Reference	Essential Knowledge/Skills	Assessment	Rationale why this content is taught in this year group at this point (Sequencing/progression of knowledge)
Students will	Athletics meets the	Athletics	Formative	We choose to do these
develop knowledge	following aspects of		assessment	activities at this point as the
through a series of	the national	Sprints 100m, 200m, 400m		students need time to develop
lessons focusing on:	curriculum	Drive out of the block	During each of	their essential knowledge and
		Pump arm, keep elbows next to body and keep hands in extended	the Athletics	skills within the activities they
Athletics		Nice high knees, long strides	lessons within the	took part in during Year 7.
	Analyse their	Run through the finishing line, dip at the end of the race	sequence,	These skills cannot be mastered
	performances		students will be	in one scheme. The student
	compared to	Long distance 800m, 1500m	provided with	will develop all they learned in
	previous ones and	Pace yourself throughout the race	formative	Year 7 and will move to more
	demonstrate	Make sure you could hold a conversation throughout	assessment	complex and challenging
	improvement to	Save enough energy at the end of the race to have a sprint finish if needed	focusing on their	applications of their skills.
	achieve their		application and	
	personal best	Shot	understanding of	

each essential Sport specific skills continue to Stage one This enables knowledge point be refined and the focus Hold the shot at the bottom and place the thumb and little finger each side of the students to: remains predominantly placed Summative upon developing the physical Place the shot under the chin and touching the neck. Take part in assessment competence of students Keep the throwing arm elbow high and the arm parallel to the floor. competitive sports Stand on the balls of your feet with your knees bent and non-throwing shoulder and activities Students will This adds ambition and pointing towards the throwing area. outside school engage in a progression of knowledge as a Stage two through community competitive greater emphasis is placed Lean backwards and place your weight on the back foot. links or sports clubs performance of upon the application of these Transfer the weight from the back leg to the front leg. their athletic skills skills in increasingly Explode upwards, bring the hips around and forwards to face throwing area. and their competitive situations. Extend the throwing arm up quickly and powerfully. application of the Through spending longer in Finish with chest and head up essential game like situations. knowledge and application of knowledge will be Discus assessed against tactics and strategies are The discus sits flat against the palm of the throwing hand. given criteria enhanced. The edge of the discus sits on the pads of the first joints of the fingers. The thumb rests on the back of the discus. The discus is held in a loose grip. The discus is moved from hip, diagonally across the body to the opposite shoulder to create momentum The discuss is released at a 45-degree angle Javelin Stage one Hold the javelin in the fold of the hand along the length of the palm. Grip the back of the javelin cord with the thumb and ensure the first two joints of the index finger are behind the cord. Stage two (approach run) Between 13 to 19 strides away from the throwing line should be used for the run up. In addition, place an additional marker five steps away from the throwing line. Hold the javelin at head height, with the arm bent and the elbow pointing forward. Ensure the palm of your hand is facing upwards and begin running with your hips high and the javelin parallel to the ground. Maintain a controlled increasing speed throughout the run-up. Stage three On reaching the second marker, place the right foot down and move the throwing arm straight forward and then back until the arm is fully stretched at shoulder height. Begin to bring the hips around and turn so the left shoulder is facing the throwing line and keep the feet pointing forward. Keep driving the right leg forwards and upwards and the javelin pointing in the direction of the throw. Stage four On the penultimate step, begin to lower the back of the javelin, keep it close to the head with the point in line of the eyebrows. At the same time, push off the left leg and take a longer, flatter drive step off the right

Begin to lean back and land the left leg in front of the right leg before the right foot touches the ground.

As the right foot touches the ground, keep it ahead of the hips and shoulders, the heel is quickly lifted and rotates clockwise until the foot finishes up on the little toe. Keep the shoulders in line with the direction of the throw and the left arm across the chest.

Stage five

Bring the left leg forward and land flat-footed with toes pointing forward.

Keep the left leg braced and straight and the left leg lands soon after the right foot. With both legs on the ground, turn the right hip quickly forward and up to bring it square with the delivery area. The chest and shoulders must follow.

The right elbow will follow by rotating outwards and up, alongside the head, while the right shoulder is pulled through and the arm forward and upward extension.

The delivery arm must start its final action when the hand is above the shoulder. The launching takes place above the left foot. The outward rotation of the elbow along with the release of the fingers on the javelin causes the javelin to rotate clockwise to create stability during flight.

#### Hurdles

Run with controlled speed at the hurdle.

As you approach the hurdle, drive up your rear leg up and forwards.

At the same time, raise your front knee up and extend the leg parallel to the floor.

As you pass over the hurdle, thrust your front leg over the barrier.

At the same time, pull your rear leg up at the knee and turn the foot outward.

As you clear over the hurdle bring your back foot into your bottom and swing the leg round and forwards.

Drive your front leg downwards towards the track and on impact, swing your opposite arm backwards to pull the trail leg forwards.

Sprint away from the hurdle.

#### High jump

Start 8-10 strides away from the barrier.

Run in a curve with controlled speed at the barrier.

Lean your torso into the curve, the opposite side to the barrier.

Keep your (barrier side) shoulder as high as possible.

 You are ready to jump at approximately one metre past the first post and an arm's length away from the mat.

At this point, plant the take-off foot (foot furthest away from the side to bar) down.

At the same time, drive your lead leg and arms upwards and shoulders high.

In the air, keep driving upwards and bring your lead knee across the body to get shoulders parallel with the bar.

Try to cross the barrier in the middle of the bar and bring the arms forwards and back into the body.

As your hips cross the barrier, flick your feet upwards and high over the barrier. Maintain balance and land safely.

#### **Triple Jump**

		Run with controlled speed at the take-off board. As you hit the take-off board, fully extend the take-off leg. Drive the opposite leg through and ensure the thigh is nearly parallel to the ground at take-off. Ensure balance of the whole body and pull the take-off leg and ankle into the bottom. Bring the take-off leg forward and rotate to the front of the body. Take-off leg begins to pull forward. With the take-off leg now in front of you, drive it downwards for the next phase. On impact with the ground, the 'step' leg drives hard against the floor and is fully extended. The opposite thigh (drive leg) is just below parallel to the ground. Keep the drive leg stable and balanced and hold position until you begin to decline. At this point, extend the drive leg and snap the foot downwards ready for the next phase. On impact with the ground, the 'jump' leg drives hard against the floor and is fully extended. The opposite thigh (drive leg) is just parallel to the ground. The arms drive forward and keep your body upright with head looking forwards. Finally, drive the arms forward, swing both legs forward and hold position until you hit the sandpit.  Long Jump  Gradual acceleration throughout run up, 11-15 strides using sprint technique. Only use one foot to take off from. Plant foot on the ground, push through and up into the air. Leading knee and opposite arm should swing upwards. Keep looking ahead, not at the board or sand Don't jump too high focus on the distance Perform the hang technique in the air, arms should be above your head, legs hanging down, then swing arms down and lift legs up Bend knees to soften the impact when you land and bring your arms forward to stop the falling backwards into the sand  Athletics Athletics at the Summer Olympics - Wikipedia		
Students will develop knowledge through a series of lessons focusing on: Basketball	Basketball meets the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct competition through team sports	Passing Students use a range of passes depending upon the distance from the player they are passing to. The chest pass is a short sharp pass, students place a 'W' behind the ball with two hands, elbows in and push the ball to their team, releasing at full arm extension. The overhead pass is a higher pass that can be used to throw over opponent's heads and for a longer distance. This pass uses two hands in a W shape behind the ball and then is brought behind their head, step in and release above forehead with arms fully extending, the javelin pass is also used for longer distances and is a one-handed pass which is brought online with the shoulder then released at full extension of the arm. The bounce pass can be two or one handed and used to great effect when the marking is tight	Formative assessment  During each of the Basketball lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of	We choose to do these activities at this point as the students need time to develop their essential knowledge and skills within the activities they took part in during Year 7. These skills cannot be mastered in one scheme. The student will develop all they learned in Year 7 and will move to more complex and challenging applications of their skills.  Sport specific skills continue to be refined and the focus

Ctudents will	Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	Shooting BEEF- Jump shot- students are taught square up to the basket and make sure you are Balanced; Eyes look at the hoop keep your Elbow in, pop your elbow and flick your wrist and follow through. Imagine you are shooting in through your mouth and out through the top of your head. Imagine the ball has eyes on it and they need to be able to look down into the basket, so make sure you shoot high enough.  Lay-up Curved approach to the basket Two steps allowed once the ball has been picked up (R, L and up if on the right-hand side and L, R and up if on the left-hand side) Keep the ball on your shooting hip away and from the defender As you jump make sure your shooting hand is nice and high, aim the ball off the top right-hand corner of the small square if you're on the right and off the top left if you're on the left.  Dribbling Imagine the ball is covered in mud at the end of the lesson only your fingers would be covered in mud, don't use your palm. Imagine you have chewing gum stuck on your hand and onto the ball, there should be no gaps When dribbling makes sure you are looking up to look for a teammate and where the basket is. The ball should be slightly in front of you and at hip height. Variations of dribble to use to outwit an opponent are cross-over, through the legs or behind the back  Defending Stay nice and low and slide your feet when marking your opponent Keep your eyes on their tummy and make yourself as big as you can. Once your opponent has used their dribble mark them tightly to prevent them from making a pass or taking a shot Basketball Basketball at the Summer Olympics - Wikipedia	each essential knowledge point  Summative assessment  Students will engage in a competitive game of Basketball and their application of the essential knowledge will be assessed against given criteria	remains predominantly placed upon developing the physical competence of students  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.  Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.
Students will develop knowledge through a series of lessons focusing on:	Netball meets the following aspects of the national curriculum	Netball  Students will apply their learning in practical situations, often competitive, of increasing levels of complexity. This includes moving from smaller groups to larger SSG increasing the need for development of tactics etc.	Formative assessment  During each of the netball	We choose to do these activities at this point as the students need time to develop their essential knowledge and skills within the activities they
Netball	Use a range of tactics and strategies to overcome opponents in direct	Essential knowledge developed:  Footwork and landing	lessons within the sequence, students will be provided with formative	took part in during Year 7. These skills cannot be mastered in one scheme. The student will develop all they learned in Year 7 and will move to more

through team sports

Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

This enables students to:

Take part in competitive sports and activities outside school through community links or sports clubs Students can land in a variety of ways. The ruling is they have to land 1,2, or as its taught the landing foot is the 'sticky' foot as it says on the floor and the second foot to land is the 'steppy' foot as this can move. The sticky foot acts as the pivot when the performer turns to face different directions, and the steppy foot moves around. Another method of landing is 'jump, stop', where the performer lands on two feet and steps forward with either the left or right foot (becoming the steppy foot)

#### **Passing**

Students use a range of passes depending upon the distance from the player they are passing to. The chest pass is a short sharp pass, students place a 'W' behind the ball with two hands, elbows in and push the ball to their team, releasing at full arm extension. The overhead pass is a higher pass that can be used to throw over opponents' heads and also for a longer distance. This pass uses two hands in a W shape behind the ball and then is brought behind their head, step in and release above forehead with arms fully extending, the shoulder pass is also used for longer distances and is a one-handed pass which is brought online with the shoulder then released at full extension of the arm. The bounce pass can be two or one handed coming from the side or chest and is used sometimes to get the ball into the shooting circle if marking is tight

#### Receiving

Students can use one or two hands to receive a pass. When receiving with two hands, students should snatch the ball out of the air and pull it towards their chest followed by the correct landing

#### Attacking skills

Students use attacking skills to receive a pass. These attacking skills need to be timed well in order to move away from their opponent. The methods taught are sprint dodge, feint dodge and double feint dodge Sprint dodge- Sprinting diagonally past their opponent either the right or left side

Feint dodge- Feinting in one direction then sprinting to receive in the other Double feint- This dodge is feinting in both directions before sprinting to receive the ball

#### **Defending skills**

Students are taught 3 stages of defence to try to gain possession of the ball. These are: marking a player, marking the ball and interception.

Marking a player (man to man marking)- Within the game students are told who they should be marking, GS and GK, GA and GD, WA and WD, C and C. The idea for man to man is to mark side on to the player so that they can see the oncoming pass and also the direction in which their opponent moves in

focusing on their application and understanding of each essential knowledge point

## Summative assessment

Students will engage in competitive games of netball, varying from small sided to 7 a side and their application of the essential knowledge will be assessed against given criteria

complex and challenging applications of their skills.

Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students

This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.

Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.

		the ball. Feet shoulder width apart, on their tip toes, leaning forward with arms fully stretched over the ball. Students need to get their distance before their arms go up otherwise they will be pulled up for obstruction Interception- This is when the player sprints towards a ball that's been thrown in mid-air and aims to use their hand to knock it out of the reach of the opposition and gain possession  Shooting  Students feet are shoulder width apart, dominant hand is placed under the ball and non-dominant hand at the side of the ball. When preparing to shoot, legs and elbows are bent, with the ball coming just above the forehead, on release legs and elbows extend and the dominant hands wrist pushes the ball upwards and away  All skills can be developed in a variety of ways depending upon their netball experience of the group being taught. The more skillful performers should be given more pressurised situations and also be placed against each other in the game from which to select more advanced skills. They will also be provided with more leadership roles. Less pressure will allow less experienced players to practice the skills being taught in smaller game situations  Netball  https://www.bing.com/ck/a?!&&p=a544820a1f7f3be4b3855e12aa3e 882e99346482d901f29e4c4403a45db1908JmltdHM9MTY1MjcwOTI4 MCZpZ3VpZD04MTFmZDI1Ni03NDllLTQyNDktOThkZi05MWQzZjk0Mz FmMjcmaW5zaWQ9NTE4Nw&ptn=3&fclid=bac9555d-d51f-11ec-95cd- a8858167f010&u=a1aHR0cHM6Ly9uZXRiYWxsLnNwb3J0L2V2ZW50cy 1hbmQtcmVzdWx0cy9vbHltcGljLWdhbWVz&ntb=1		
Students will develop knowledge through a series of lessons focusing on: Badminton	Badminton meets the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct competition through individual	Students will apply their learning in practical situations, often competitive, of increasing levels of complexity. This includes students practicing using co-operative rallies to increasing levels of competitiveness to develop tactics etc.  Essential knowledge developed:  Badminton – short serve, long serve, overhead clear, over-head drop shot, overhead smash, net play, under arm clear, forehand and back hand drive.	Formative assessment  During each of the badminton lessons within the sequence, students will be provided with formative assessment focusing on their	We choose to do these activities at this point as the students need time to develop their essential knowledge and skills within the activities they took part in during Year 7.  These skills cannot be mastered in one scheme. The student will develop all they learned in Year 7 and will move to more complex and challenging applications of their skills.
	and team sports	<b>Short Serve</b> – Students will know and be able to apply: the correct stance, one foot slightly in front of the other, stand close to the service line. Thumb grip getting racket head close to shuttle cock, hold shuttle cock by the nose pointing it towards racket.	application and understanding of	Sport specific skills continue to be refined and the focus

Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

This enables students to:

Take part in competitive sports and activities outside school through community links or sports clubs Gentle movement of racket head making contact and following through getting a low trajectory over the net aiming to get shuttle to land just past service line.

Long Serve — Students will know and be able to apply: the correct stance, one foot slightly in front of the other, stand close to the service line. Thumb grip getting racket head close to shuttle cock, hold shuttle cock by the nose pointing it towards racket. Gentle movement of racket head UNTIL the last second and flick wrist aggressively making contact and following through getting a high fast trajectory over their opponent aiming to get shuttle to land near the back line/tramline.

**Overhead Clear** – Students will know and be able to apply: the correct stance, one foot in front of the other, with non-racket hand pointing to shuttle while their racket is in the "back scratching position". The shuttle is struck at its highest point from underneath with force aiming to send the shuttle at a high trajectory towards the back of the court over their opponent's head.

**Overhead Drop Shot** – Students will know and be able to apply: the correct stance, one foot in front of the other, with non-racket hand pointing to shuttle while their racket is in the "back scratching position". The shuttle is struck at its highest point with a smaller force aiming to send the shuttle in a falling trajectory towards the front of the court just over the height of the net.

**Overhead Smash** – Students will know and be able to apply: the correct stance, one foot in front of the other, with non-racket hand pointing to shuttle while their racket is in the "back scratching position". The shuttle is struck at its highest point over the top of the shuttle with a great force aiming to send the shuttle at a downward trajectory towards the middle of the court just over the height of the net.

**Forehand Drive** – Students will know and be able to apply: the correct stance, racket foot under the racket hand, square on, facing the net. The shuttle is struck at its highest point from the side aiming to send the shuttle at a high speed down the line or cross court depending where opponent's is standing on the court.

**Backhand Drive** – Students will know and be able to apply: the correct stance, racket foot under the racket hand, square on, back to the net. The shuttle is struck at its highest point from the side aiming to send the shuttle at a high speed down the line or cross court depending where opponent's is standing on the court.

**Net Play** – students aim to intercept a drop shot by getting racket to make contact at net height with racket head just underneath the net. The aim is to get the shuttle to go over the net gently and land in-front of the service line. The more skillful player can push the shuttle like a jab to make it tumble and land closer to the net making it much harder to return.

each essential knowledge point

## Summative assessment

Students will engage in a competitive game of badminton and their application of the essential knowledge will be assessed against given criteria

remains predominantly placed upon developing the physical competence of students

This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations. Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.

Students will develop knowledge through a series of lessons focusing on:	Table Tennis meets the following aspects of the national curriculum	Underarm Clear – forehand or backhand shot. The shuttle is hit with force sending it to the back of the court putting opponents under pressure. The shuttle should aim to go over the opponent's head and land in the back tramlines.  All skills can be developed in a variety of ways depending upon the badminton experience of the group being taught. The more skillful performers should be given more pressurised situations from which to select the correct shot. Less pressure will allow less experienced players to select and execute their shot. This will be conducted through king of the court where students end up playing competitively against students of similar ability.  Badminton  https://www.bing.com/ck/a?l&&p=ce07b36b597d154a1c9f92e38c5e 4cf445c79e40773a02c5b6e9c20057ad82e9JmltdHM9MTY1MjcwOTQ xNiZpZ3VpZD1mNDg2NDJjZi02MWU5LTQyNDktYTMwYy1hOTYxOTRiY WUyM2ImaW5zaWQ9NTMyMg&ptn=3&fclid=0be00847-d520-11ec-b2c6- fe5fcd6bf4a1&u=a1aHR0cHM6Ly93d3cubmF0aW9uYWxiYWRtaW50b 25tdXNldW0uY29tL3RoZS1oaXN0b3J5LW9mLWJhZG1pbnRvbi1hdC10 aGUtb2x5bXBpYy1nYW1lcy8&ntb=1  Table Tennis  Students will apply their learning in practical situations, often competitive, of increasing levels of complexity. This includes students practicing using co-operative	Formative assessment  During each of	We choose to do these activities at this point as the students need time to develop
Table Tennis	Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:	rallies to increasing levels of competitiveness to develop tactics etc.  Essential knowledge developed:  Table tennis – Grip, serve, backhand & forehand push return, forehand topspin, back hand top spin. forehand slice, back hand slice.  Grip – forefinger and thumb make a "crocodile shape" fore finger follows the line of the rubber across the bottom of the bat. Thumb wrapped around the grip. The other 3 fingers wrap around the grip of the bat. Make sure the fore finger does not creep up the back of the bat.  Push return – back hand and forehand. The bat remains neutral (Vertical) when contact is made with the ball. A gentle push is given to take the force off the ball. This is a defensive shot to return the ball over the net to keep it in play. Forehand and back hand can be used. A backhand push return is the predominant shot unless the ball is sent out wide to the forehand.	the Table tennis lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of table tennis and their	skills within the activities they took part in during Year 7. These skills cannot be mastered in one scheme. The student will develop all they learned in Year 7 and will move to more complex and challenging applications of their skills.  Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.

co an ou th	ake part in ompetitive sports and activities utside school arough community anks or sports clubs	Serves – rules = ball must be held in an open palm. The ball must be thrown up a minimum of 6 inches. The ball must be hit behind the white base line. The ball must bounce on both sides of the table.  The serve can be long or short over the net, it can go down the line or diagonally across the table. The more advanced server can use different spins, side, back or top spin.  Forehand Top Spin – the bat is held in a closed position (tilting forward) to compensate for this the elbow is kept close to the body and the swing is from low to high when contact is made with the ball. This ball is struck off center to cause the ball to spin causing the ball to dip over the net at speed.  Backhand Top Spin – the bat is held in a closed position (tilting forward) to compensate for this the elbow is kept close to the body and the swing is from low to high when contact is made with the ball. The technique for backhand is "throwing a Frisbee" to create the follow through. This ball is struck off center to cause the ball to spin causing the ball to dip over the net at speed.  Forehand Back spin (Slice)- the bat is held in an open position (tilting backwards) to compensate for this the elbow is kept close to the body and the swing is from high to low in a "chopping" motion when contact is made with the ball. This ball is struck off center to cause the ball to spin causing the ball to dip over the net at speed.  Backhand Back spin (Slice)- the bat is held in an open position (tilting backwards) to compensate for this the elbow is kept close to the body and the swing is from high to low in a "chopping" motion when contact is made with the ball. This ball is struck off center to cause the ball to spin causing the ball to dip over the net at speed.  Backhand Back spin (Slice)- the bat is held in an open position (tilting backwards) to compensate for this the elbow is kept close to the body and the swing is from high to low in a "chopping" motion when contact is made with the ball. This ball is struck off center to cause the ball to	application of the essential knowledge will be assessed against given criteria	Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.

Students will	Handball meets the	Handball	Formative	We choose to do these
develop knowledge	following aspects of		assessment	activities at this point as th
through a series of	the national	Students will apply their learning in practical situations, often competitive, of		students need time to dev
lessons focusing on:	curriculum	increasing levels of complexity. This includes students practicing using co-operative	During each of	their essential knowledge
		rallies to increasing levels of competitiveness to develop tactics etc.	the Handball	skills within the activities
Handball	Use a range of		lessons within the	took part in during Year 7
	tactics and	Essential knowledge developed:	sequence,	These skills cannot be ma
	strategies to		students will be	in one scheme. The stude
	overcome	Handball – Pass, receive, movement with the ball, dribbling, shooting, jump shot	provided with	will develop all they learn
	opponents in direct		formative	Year 7 and will move to m
	competition	Pass – grip of the ball is one handed. Your thumb and little finger "pinches" the side	assessment	complex and challenging
	through team	of the ball holding it in position and the middle finger is used for the power of the	focusing on their	applications of their skills
	sports	pass. Technique – elbow up high, passed with a bent arm in a whip action. Follow	application and	
		through after the release of the ball.	understanding of	Sport specific skills contin
	Analyse their	through the release of the same	each essential	be refined and the focus
	performances	<b>Receive</b> - using a "W" shape with your hands close together with arms outstretched.	knowledge point	remains predominantly p
	compared to	When the ball makes contact with your hands bring little fingers in to wrap hand		upon developing the phys
	previous ones and	around the ball. Bend the arms at the elbow to cushion the ball. Adjust your stance if	Summative	competence of students
	demonstrate		assessment	The said and the said
	improvement to	needed to shield the ball from the opposition.	Cr. dayler 31	This adds ambition and
	achieve their		Students will	progression of knowledge
	personal best	Movement with the ball - you are allowed to take 3 steps with the ball, to further	engage in a competitive game	greater emphasis is place upon the application of the
	This enables	increase distance you can bounce the ball by throwing it one handed into the ground	of Handball and	skills in increasingly
	students to:	and taking it in two hand followed by a further 3 steps. At this point the ball must be	their application	competitive situations.
	students to.	passed, or a shot taken.	of the essential	Through spending longer
	Take part in		knowledge will be	game like situations,
	competitive sports	<b>Dribbling</b> – once receiving the ball with no opposition in front of you can repeatedly	assessed against	knowledge and application
	and activities	bounce the ball with one hand while moving. Once the ball is brought into 2 hands a	given criteria	tactics and strategies are
	outside school	further 3 steps can be taken before you have to release the ball as a pass or shot.	Biveri criteria	enhanced.
	through community			- Cimanocai
	links or sports clubs	<b>Shooting</b> – same technique as the pass with high elbow and grip but more force is		
		applied. Were possible aim down to make it harder for the goalkeeper to try and		
		transfer weight from the back foot to the front foot to increase power.		
		Jump shot – same action with high elbow. A right-handed player will take 3 steps and		
		take off with their left foot. The purpose is to travel into the "D" without touching the		
		floor, the ball must be released before the jump is landed. The aim is to burst through		
		the defense and get closer to the goal.		
		Handball https://www.rookieroad.com/handball/is-handball-an-		
		olympic-sport/		

	Т.	T .			
1	Rugby	Rugby meets the	Rugby	Formative	We choose to do these
		following aspects of		assessment	activities at this point as the
		the national	Passing:		students need time to develop
		curriculum	Players start with the ball in both hands, using their fingers to control it. They	During each of	their essential knowledge and
			must look at the intended recipient, and then swing their arms in that	the rugby lessons	skills within the activities they
		Use a range of	direction. Use the hand and arm furthest from the receiver to push the ball,	within the	took part in during Year 7.
		tactics and	just use the other hand as a guide. As players loosen their grip on the ball,	sequence,	These skills cannot be mastered
		strategies to	they flick their fingers and wrists, so the fingers point towards the target.	students will be	in one scheme. The student
		overcome opponents in direct	Players keep their eyes on the ball. After they have passed the ball, they	provided with formative	will develop all they learned in Year 7 and will move to more
		competition	follow the pass to support their teammate in possession.	assessment	complex and challenging
		through team	Tollow the pass to support their teammate in possession.	focusing on their	applications of their skills.
		sports		application and	applications of their skins.
		Sports	Tackle:	understanding of	Sport specific skills continue to
		Analyse their	Keep eyes open, back straight, hands in a catching position, elbows in and go	each essential	be refined and the focus
		performances	forward. Keep feet alive - Move feet quickly and adjust so the leading foot is	knowledge point	remains predominantly placed
		compared to	close to the ball-carrier. Drive - Make firm contact with the shoulder and with	G- F•	upon developing the physical
		previous ones and	the head to the side. Wrap - Punch arms forward and around the ball-carrier.	Summative	competence of students
		demonstrate		assessment	·
		improvement to	Evasion skills:		This adds ambition and
		achieve their	Beat an opponent by using speed, bump them off, sidestep, dummy, kick,	Students will	progression of knowledge as a
		personal best	hand off, pass through a gap, dummy kick	engage in a	greater emphasis is placed
				competitive game	upon the application of these
		This enables	Rucking:	of rugby and their	skills in increasingly
		students to:	Players to touch the ground with both hands at the same time just before the	application of the	competitive situations.
			contact. If their heads are up looking for the point of contact, then they	essential	Through spending longer in
		Take part in	should be in a great position to give all their power to the ruck. Both hands	knowledge will be	game like situations,
		competitive sports	together square the shoulders, making the spine in line and the force more	assessed against	knowledge and application of
		and activities	effective.	given criteria	tactics and strategies are enhanced.
		outside school	effective.		ennanced.
		through community links or sports clubs			
		links of sports clubs	Mauling:		
			When the ball carrier is held but not brought to the ground a maul may form.		
			You need to know when a maul has formed because it affects what you are		
			allowed to do. For a maul to formThere must be a least three players. The		
			three players must include: The ball carrier		
			An opponent, holding the ball carrier, A teammate of the ball carrier, bound		
			to the ball carrier. Players must be on their feet and attempt to stay on their		
			feet. The players must be in the field of play. The group of players must be		
			moving towards a goal-line		
			Scrummaging:		
			Hooker is first to the scrum - The hooker's arms rest on the props shoulders		
			and the props arms grasp the hooker's shirt The open side prop places his		
			shoulder behind that of the hooker The blind side prop shoulder is firmly		
<u> </u>			under the hookers to allow the hooker to bind correctly - The feed must be		

		horizontal, and the hooker must strike the ball back with their feet Walk over the ball  Lineouts: Face the lineout and stand on the balls of your feet in opposition – left foot forward. Shift your weight on your front foot, with your knee slightly bent. The right hand should be near the back of the ball with the fingers spread and pointing up. The left hand should be near the front of the ball with fingers spread and pointing up.  Rugby Union Rugby Olympic history   World Rugby		
Students will develop knowl through a serie lessons focusin Gymnastics.	es of aspects of the	Student will learn about the key elements of sequence development: pathways and modes of travel, flight, balance and rotation. They will learn the key elements of producing aesthetically pleasing work using tension and extension in movements and creating a clear start and finish to their work.  Rotation Students will learn how rotation is improved with a tightly tucked shape. They will experiment with a variety of rolls and will learn how to combine them to create fluency in a sequence. They will learn the essential elements of a forward roll and a cartwheel.  Balance Student will learn that a balance is a relatively unstable position held stably. They will develop balance using various types of body parts – points patches and edges and will enhance the quality of their work by focussing on tension and extension. Examples of balance all students will perform includes shoulder stand, headstand, arabesque, v-sit.  Flight Students will learn the safety rules for the use of springboards and trampettes i.e., always a two footed take off and a two footed landing. They will gain height starting from a low bent legged position and using their arms to create momentum into the flight. Students will add shapes into their flight using good body tension and extension to enhance quality. Students will combine their landing with rotations to create combinations of movement which are performed with control and fluency.  Sequence development	Formative assessment  During each of the Gymnastics lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a performance of Gymnastics and their application of the essential knowledge will be assessed against given criteria	We choose to do these activities at this point as the students need time to develop their essential knowledge and skills within the activities they took part in during Year 7.  These skills cannot be mastered in one scheme. The student will develop all they learned in Year 7 and will move to more complex and challenging applications of their skills.  Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations. Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.

Fitness	Fitness meets the following aspects of	Students will work in pairs to creates Gymnastic sequences. They will use a variety of choreographic techniques to develop their work. Cannon unison, matching, mirroring, balance and counterbalance will all be used as students apply their learning from previous lessons to create an aesthetically pleasing routine that has tension extension, control and fluency. They will learn how both difficulty and quality of performance combine to create an overall assessment grade and that how they choose to devise their piece will affect their final grade. They will learn how to assess other students' performances using set criteria.  Gymnastics   BBC Sport  Fitness	Formative assessment	We choose to do these activities at this point as the
	the national curriculum  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	Students will learn the generic health and safety principles of work in the fitness suite. Including spacing, use of correct lifting techniques, appropriate choice of weight when lifting.  They will learn how to use the different items of equipment with the correct technique. They will learn about repetitions and sets.  Students will learn about how a warmup prepares for exercise by raising temperature, loosening tendons and ligaments, raising heart rate and breathing rate and getting performers prepared psychologically. They will learn how cool down reduces the likelihood of muscle soreness by helping to remove lactic acid from muscles and improves flexibility through stretching.  Students will learn about setting personal targets for improvement. They will learn how their training should be specifically tailored to achieve their targets. Students will learn how to measure the intensity of their work using the perceived exertion scale.  Student will learn how the cardiovascular system is used to provide energy for exercise. They learn how to measure heart rate and will learn about resting heart rate, maximum heart rate and working heart rate. They will understand training zones and how the different zones require the use of different energy systems and provide different benefits. They will be shown links to apps that allow them to measure heart rate.  Student will learn the names and locations of the main muscle groups. They will learn how to target those muscle groups with specific exercises.  Students will know what is meant by circuit training and understand the benefits of using it to work different muscle groups intensely and then being able to rest them during the course of a circuit. They will use this knowledge to develop their own circuit tailored to their own fitness needs.	During each of the fitness lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of football and their application of the essential knowledge will be assessed against given criteria	students need time to develop their essential knowledge and skills within the activities they took part in during Year 7. These skills cannot be mastered in one scheme. The student will develop all they learned in Year 7 and will move to more complex and challenging applications of their skills.  Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations. Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.

			Students will learn how to test their fitness using fitness tests such as multistage fitness test, sit up test and sit and reach test. They will learn how to compare their results to national averages/normative data.  Fitness Physical Fitness: Its History, Evolution, and Future   The Art of Manliness		
d ti	Students will develop knowledge through a series of dessons focusing on: Football	Football meets the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	Students will apply their learning in practical situations, often competitive, of increasing levels of complexity. This includes moving from smaller groups to larger SSG increasing the need for development of tactics etc.  Essential knowledge developed:  Football passing receiving shooting defending/attacking turn, dribble, Heading  Passing the ball – Students will know and be able to apply: the angle of approach for different passes, non-kicking foot beside the ball, head over the ball, arm out for balance, instep for shorter passes and laces for longer passes, follow through in direction of pass – curled passes with inside or outside of foot and lofted pass may be developed.  This skill can be developed in a variety of ways depending upon the football experience of the group being taught. The more skillful performers should be given more pressurised situations from which to select and execute the correct pass. Less pressure will allow less experienced players time to select and execute their pass.  Receiving the ball-Students will know and be able to apply keeping eye on the ball, move to the line of the ball, to cushion control absorb the speed of the ball by moving away on contact (foot, thigh, chest, head. Get the ball out from under your feet so you can step into the following pass.  A variety of feeds to be used to practice control with different body parts i.e., foot, thigh, chest head.  This skill can be developed in a variety of ways depending upon the football experience of the group being taught. The more skillful performers should be given more pressurised situations from which to select and execute the correct control. Less pressure will allow less experienced players time to select and execute their control.  Shooting Diagonal angle of approach, arm out for balance and protection, eyes on the ball. Laces contact, with head over the ball. A low strike aimed at the bottom corner of the goal. Variety of shooting scenarios should enable students to develop their schema for shooting (ball rolled towar	Formative assessment  During each of the football lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of football and their application of the essential knowledge will be assessed against given criteria	We choose to do these activities at this point as the students need time to develop their essential knowledge and skills within the activities they took part in during Year 7.  These skills cannot be mastered in one scheme. The student will develop all they learned in Year 7 and will move to more complex and challenging applications of their skills.  Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations. Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.

**Defending** – position between attacker and goal, closer to the goal tighter the marking, low centre of gravity, legs bent, eyes on the ball, sideways position. when your attacker does not have the ball maintain goal side position and make sure you can see the ball and your men. These skills are developed through 1 to 1 challenge at first with students progressing to 2v2 and 4v4.

**Dribbling** - Fake in one direction by bending knee and dipping shoulder, initial movement in one direction followed by a quick change of direction and acceleration away from defender. Scissors / double touch /

These dribbling skills should be enhanced in 1v1 situations. They can then move to 2v2 where students then choose when to dribble or pass.

**Turning**, turning with the ball (inside, outside, Cruyff, drag back) Coming back from a direction of travel, have ball close to body, get low to improve turn efficiency, move into the turn slowly, move the ball out from beneath your feet, then accelerate away with the ball. These skills can be developed using possession-based football challenges. Teams score by achieving a certain number of consecutive passes (chosen by teacher based on class knowledge)

**Running with the ball** – ball must stay under close control, soft touch with laces, every 4/5 steps / lift head between touches, eye on ball at contact point, travel as quickly as you can.

Rules of the game – Contact, handball, throw in, corner, goal kick.

Goalkeeping skills - Goalkeeping: Shot stopping (starting from kneeling dive, crouched dive, standing dive), one hand behind the ball one hand on top, positional play (angles and distances move forward to narrow the angle), high catch move to line of the ball one leg jump drive knee up and take the ball at highest point. Mid height moves to the line of the ball

Students should demonstrate techniques and decision making, with precision, control and fluency, during conditioned/ competitive situations, to include the following.

**Heading** – eyes open, forehead contact, firm neck, arch back, feet wide, defensive-contact ball below mid-point and aim for distance away from goal into wide space. Attacking contact above midline of the ball, downwards towards corner of goal. Heading can be developed using the throw head catch game and attacking headers can be practiced with a hand feed to an attacker running onto the ball.

Essential techniques to include a good level of accuracy, precision, control and fluency.

Students should develop positional awareness during games in defence and attack.

Students should communicate effectively during small, sided games.

		They should adapt to changes in a competitive situation to succeed against a variety of opponents.  Football The history of football (soccer) (footballhistory.org) Football History of football at the Olympics   Football Blog		
Students will develop know through a ser lessons focusi Hockey	vledge following aspects of the national	During this unit, students develop essential knowledge of the following aspects of the sport:  Students will know and be able to apply  Dribbling —: hands wide, feet wide, turning the stick to move the ball left and right across the body (flat side of the stick only). Speeding up as become more skilful, travelling whilst dribbling and moving more quickly as skills improve. Increased pressure as move to a last man standing competitive game of dribbling.  Passing — push pass — using cones as gate — feet wide hands wide. Cushion control and transfer of weight from back foot to front to create momentum for pass, push ball and follow through in direction of pass. Stick must remain below waist height.  Slap pass — feet wide, hands move from wide to narrow grip, eyes fixed on the ball, contact with ball directly in front of body/feet, head over the ball and follow through in direction of the pass.  Control — Move to the line of the ball, hands wide, legs bent and feet wide, stick to be place along the floor to provide largest area for controlling the ball. On control move the ball slightly forward to enable swift movement into passing position. Upright control, reach forward to the ball with stick upright and on contact move stick and bodyweight backwards slightly to cushion the ball.  Running with the ball — ball to stay connected to the end of stick. Students to practice moving and gradually increasing speed whilst maintaining good control. Eyes to switch between looking at ball to lifting head to assess the game. Defender to be introduced and dribbling skills included. Develop decision making and capacity to work under pressure.  Game play — Students need time to apply their newly learned skills in competitive situations. At first this may be with an overload of attacking player e.g., 2v1 or 3v2. Eventually this will move to 2v2v 4v4 and 6v6. As well as learning how to apply skills students will develop their knowledge and application of rules.	Formative assessment  During each of the hockey lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of hockey and their application of the essential knowledge will be assessed against given criteria	We choose to do these activities at this point as the students need time to develop their essential knowledge and skills within the activities they took part in during Year 7. These skills cannot be mastered in one scheme. The student will develop all they learned in Year 7 and will move to more complex and challenging applications of their skills.  Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations. Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.

Students will develop knowledge through a series of lessons focusing on: Rounders	Rounders meets the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct competition through team sports	Rules: stick rules (flat side, safety, stick tackles) Gumshield strong recommendation, ball out of play (pass in or run in with ball), feet, free hit rules i.e., distance, advantage rule.  Hockey History of Hockey   FIH  Hockey Field hockey at the Summer Olympics - Wikipedia  Rounders  Throwing  Preparation- body side on. Ball arm position back and higher than shoulder, forward arm pointing to target, push off from back foot, stride front foot forward and plant foot, pivot hips to face direction of throw, rotate throwing arm shoulder towards target, flick wrist of point of release just behind ear for long distance throw, arm follows through towards target and all weight is transferred forward  Catching  When catching at body level- cross little fingers and form a cup, aim to catch	Formative assessment  During each of the rounders lessons within the sequence, students will be provided with formative assessment focusing on their application and	We choose to do these activities at this point as the students need time to develop their essential knowledge and skills within the activities they took part in during Year 7. These skills cannot be mastered in one scheme. The student will develop all they learned in Year 7 and will move to more complex and challenging applications of their skills.
	Analyse their performances compared to previous ones and demonstrate	at the base of your fingers, wrap fingers around the ball and bring into body For a high catch- Approach ball as it starts to descend, attempt to catch at eye level and keep your hand high, interlock the thumbs and reduce the gap between the hands, catch at the base of your fingers	understanding of each essential knowledge point  Summative assessment	Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students
	improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	Fielding Long barrier- Get in line with the ball, head over the ball, fingers pointing down, hands together and watch the ball, kneel on non-throwing knee, make a long barrier with your knee in line with your opposite foot heel so that you are fully behind the ball  Batting When batting have a good firm grip around the handle of the bat. All fingers around the bat holding it with one hand. The top of the bat points towards the sky. Hold the bat up high to get a big swing to hit the ball. Stand side on with legs shoulder width apart. If right-handed stand with your left leg in front, if you are left-handed stand with your right leg in front	Students will engage in a competitive game of rounders and their application of the essential knowledge will be	This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations. Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.
		Bowling Basic- Start in the box, knees bent with ball released inside the square, hips and shoulders in line, pendulum motion of the arm, step forward with left foot if right-handed or right foot if left-handed. Aim to bowl between the batters knee and top of head and aim to bowl into backstops hands		

		Rounders - Wikipedia		
Students will develop knowledg through a series or lessons focusing of Cricket	the national	Cricket  Fielding catching Ready position and early preparation, body moving to flight of the ball. Eyes on the ball always. High catch — fingers up, thumbs together, extend arms and cushion ball as collect it. Bring ball into body. Low catch — Feet wide apart and legs bent, fingers down, little fingers together, extend out towards ball and cushion catch towards or to the side of your body. Short barrier (foot behind ball then reach down to collect) and long barrier (sideways on, knee closest to ball goes to ground creating wide area to stop the ball.  Throwing Sideways on, hold ball with fingers, step towards target, point to target, lead with elbow and use whip action to generate speed. Follow through in direction of the target.  Bowling The run-up: As you set off from the top of your run-up, start by using small steps before changing to larger strides Keep your arms close to your body and your head steady - keep your eyes fixed on the target - the batsman  The bound: As you approach the crease, turn your body to get side on and lean back slightly  Coil: Bowling action The coil is the spring from which the ball is released. Keep the ball close to your chin with your head looking behind a high front arm As your back foot lands on the pitch, keep your body upright. Your back leg should remain stable and support the body while the front foot should be raised slightly  Your front foot should be pointing to the batsman as it lands with the leg braced ready to take the full impact of the delivery Release: As the shoulders begin to rotate, push your bowling arm forward and down from the coil position, with your non-bowling arm pointing to the batsman The arms should rotate through with the ball released at the top of the delivery arc	Formative assessment  During each of the hockey lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of cricket and their application of the essential knowledge will be assessed against given criteria	We choose to do these activities at this point as the students need time to develop their essential knowledge and skills within the activities they took part in during Year 7. These skills cannot be mastered in one scheme. The student will develop all they learned in Year 7 and will move to more complex and challenging applications of their skills.  Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations. Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.

As you follow through, fold your bowling arm into your body and swing your hips around to finish

Your momentum will take you towards the batsman but make sure you don't run down the middle of the pitch

#### Batting.

Driving technique.

With your eyes fixed on the ball, lean in with the front shoulder.

The front foot and a bent front knee form the base for the shot.

The head should at least be level or ahead of the front knee, with the back foot raised up to the toes.

The bat accelerates vertically, and contact is made with the eyes directly under the ball.

The bat accelerates through a straight path, with the wrists relaxing and the face of the bat pointing to the sky.

Pull technique.

As backswing begins, the head, shoulders and back foot move back and across.

Front leg is moved back and towards the leg side, forming the base for the shot with the head slightly forward.

Front leg is moved back and towards the leg side, forming the base for the shot with the head slightly forward.

#### Cut shot

The back foot moves back towards the stumps and across towards the line of the ball.

The front shoulder should turn to the offside as the bat is taken back. The bat is brought down and across, making contact with the ball at full arm extension.

Keep the head still and roll the wrists forwards to keep the ball down Follow through with the shot, leaving the weight on the back foot and the bat finishing over the front shoulder and behind the head.

### Wicket keeping

Stand close for spin far for a fast bowl.

Stand batside of the wicket.

Legs wide, eyes on the ball, ready to move quickly in reaction to ball movements.

#### Cricket

https://www.bing.com/search?q=origin+of+cricket&cvid=1e920

		95316a44a1887899af026d98c8e&aqs=edge.0.0l4j69i64.2770j0j 4&FORM=GEOTRI&PC=ACTS&isRef=1&showTw=1&isAutoP=1		
Students will develop knowledge through a series of lessons focusing on: Tennis	Tennis meets the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	Forehand Ready position- body facing forward, feet shoulder width apart, knees slightly bent, weight on balls of feet, take the racket back making a 'C' shape with the head, as this occurs shoulders turn, racket then moves from low to high as hips are turned and you step into the shot, finish with the racket wrapped around the neck ( like a scarf) over the shoulder  Backhand  Double handed is taught to develop control. The action is like that of throwing a rugby ball. Rotate shoulders away from net bringing racket back behind stepping forward with right foot if right-handed left foot if left-handed. Racket and arms drop below the ball behind the body with strings facing to the side and weight on front foot. Contact is at the side slightly in front of the body with strings facing the net. Follow through is forwards and upwards over the shoulder with high elbows  Volley  Stand square to the net, eyes on the ball, racket head high. Punch action towards the ball, control the racket head, pointing the racket face to the direction you want the ball to travel.  Serve  Stand foot facing end of net, wide stance, controlled throw with straight arm. Back scratch action with racket and controlled contact with the ball aiming for far end of service box. High contact but feet stable and balance on the floor at contact point. Follow through into ready position in preparation for next shot.  Tennis  https://www.bing.com/search?q=tennis+olympics&qs=n&form= GEOTRl&sp=-1&ghc=1&pq=tennis+olympic≻=6- 14&sk=&cvid=2058072B5EEA4C89BB5CD3EDD01B9AC6&isRef= 1&showTw=1&isAutoP=1	Formative assessment  During each of the tennis lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of tennis and their application of the essential knowledge will be assessed against given criteria	We choose to do these activities at this point as the students need time to develop their essential knowledge and skills within the activities they took part in during Year 7.  These skills cannot be mastered in one scheme. The student will develop all they learned in Year 7 and will move to more complex and challenging applications of their skills.  Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.  Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.

## YEAR 9

Content		NC/Specification Reference	Essential Knowledge/Skills	Assessment	Rationale why this content is taught in this year group at this point (Sequencing/progression of knowledge)
through	o knowledge a a series of focusing on:	Athletics meets the following aspects of the national curriculum  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	Sprints 100m, 200m, 400m Drive out of the block Pump arm, keep elbows next to body and keep hands in extended Nice high knees, long strides Run through the finishing line, dip at the end of the race  Long distance 800m, 1500m Pace yourself throughout the race Make sure you could hold a conversation throughout Save enough energy at the end of the race to have a sprint finish if needed  Shot Stage one Hold the shot at the bottom and place the thumb and little finger each side of the shot. Place the shot under the chin and touching the neck. Keep the throwing arm elbow high and the arm parallel to the floor. Stand on the balls of your feet with your knees bent and non-throwing shoulder pointing towards the throwing area. Stage two Lean backwards and place your weight on the back foot. Transfer the weight from the back leg to the front leg. Explode upwards, bring the hips around and forwards to face throwing area. Extend the throwing arm up quickly and powerfully. Finish with chest and head up  Discus The discus sits flat against the palm of the throwing hand. The edge of the discus sits on the pads of the first joints of the fingers. The thumb rests on the back of the discus. The discus is held in a loose grip. The discus is moved from hip, diagonally across the body to the opposite shoulder to create momentum The discuss is released at a 45-degree angle	Formative assessment  During each of the Athletics lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive performance of their athletic skills and their application of the essential knowledge will be assessed against given criteria	Sport specific skills continue to be refined in Year 9 and the focus remains predominantly placed upon developing the physical competence of students, although there is an increasing emphasis on tactical and strategic application.  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.  Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.

#### Javelin

Stage one

Hold the javelin in the fold of the hand along the length of the palm.

Grip the back of the javelin cord with the thumb and ensure the first two joints of the index finger are behind the cord.

Stage two (approach run)

Between 13 to 19 strides away from the throwing line should be used for the run up. In addition, place an additional marker five steps away from the throwing line. Hold the javelin at head height, with the arm bent and the elbow pointing forward. Ensure the palm of your hand is facing upwards and begin running with your hips high and the javelin parallel to the ground.

Maintain a controlled increasing speed throughout the run-up.

Stage three

On reaching the second marker, place the right foot down and move the throwing arm straight forward and then back until the arm is fully stretched at shoulder height. Begin to bring the hips around and turn so the left shoulder is facing the throwing line and keep the feet pointing forward.

Keep driving the right leg forwards and upwards and the javelin pointing in the direction of the throw.

Stage four

On the penultimate step, begin to lower the back of the javelin, keep it close to the head with the point in line of the eyebrows.

At the same time, push off the left leg and take a longer, flatter drive step off the right leg.

Begin to lean back and land the left leg in front of the right leg before the right foot touches the ground.

As the right foot touches the ground, keep it ahead of the hips and shoulders, the heel is quickly lifted and rotates clockwise until the foot finishes up on the little toe. Keep the shoulders in line with the direction of the throw and the left arm across the chest.

Stage five

Bring the left leg forward and land flat-footed with toes pointing forward. Keep the left leg braced and straight and the left leg lands soon after the right foot. With both legs on the ground, turn the right hip quickly forward and up to bring it square with the delivery area. The chest and shoulders must follow.

The right elbow will follow by rotating outwards and up, alongside the head, while the right shoulder is pulled through and the arm forward and upward extension. The delivery arm must start its final action when the hand is above the shoulder. The launching takes place above the left foot. The outward rotation of the elbow along with the release of the fingers on the javelin causes the javelin to rotate

#### Hurdles

Run with controlled speed at the hurdle.

clockwise to create stability during flight.

As you approach the hurdle, drive up your rear leg up and forwards.

At the same time, raise your front knee up and extend the leg parallel to the floor. As you pass over the hurdle, thrust your front leg over the barrier.

At the same time, pull your rear leg up at the knee and turn the foot outward.

As you clear over the hurdle bring your back foot into your bottom and swing the leg round and forwards.

Drive your front leg downwards towards the track and on impact, swing your opposite arm backwards to pull the trail leg forwards.

Sprint away from the hurdle.

#### High jump

Start 8-10 strides away from the barrier.

Run in a curve with controlled speed at the barrier.

Lean your torso into the curve, the opposite side to the barrier.

Keep your (barrier side) shoulder as high as possible.

 You are ready to jump at approximately one metre past the first post and an arm's length away from the mat.

At this point, plant the take-off foot (foot furthest away from the side to bar) down.

At the same time, drive your lead leg and arms upwards and shoulders high.

In the air, keep driving upwards and bring your lead knee across the body to get shoulders parallel with the bar.

Try to cross the barrier in the middle of the bar and bring the arms forwards and back into the body.

As your hips cross the barrier, flick your feet upwards and high over the barrier. Maintain balance and land safely.

#### **Triple Jump**

Run with controlled speed at the take-off board.

As you hit the take-off board, fully extend the take-off leg.

Drive the opposite leg through and ensure the thigh is nearly parallel to the ground at take-off.

Ensure balance of the whole body and pull the take-off leg and ankle into the bottom. Bring the take-off leg forward and rotate to the front of the body.

Take-off leg begins to pull forward.

With the take-off leg now in front of you, drive it downwards for the next phase.

On impact with the ground, the 'step' leg drives hard against the floor and is fully extended. The opposite thigh (drive leg) is just below parallel to the ground.

Keep the drive leg stable and balanced and hold position until you begin to decline.

At this point, extend the drive leg and snap the foot downwards ready for the next phase.

On impact with the ground, the 'jump' leg drives hard against the floor and is fully extended. The opposite thigh (drive leg) is just parallel to the ground.

The arms drive forward and keep your body upright with head looking forwards. Finally, drive the arms forward, swing both legs forward and hold position until you hit the sandpit.

#### **Long Jump**

Gradual acceleration throughout run up, 11-15 strides using sprint technique. Only use one foot to take off from. Plant foot on the ground, push through and up into the air. Leading knee and opposite arm should swing upwards.

Students will Baske		Keep looking ahead, not at the board or sand Don't jump too high focus on the distance Perform the hang technique in the air, arms should be above your head, legs hanging down, then swing arms down and lift legs up Bend knees to soften the impact when you land and bring your arms forward to stop the falling backwards into the sand  Athletics The History and Origin of Athletics   by Harish Vijay   Medium	Formetica	Court applificabille continue to
develop knowledge through a series of lessons focusing on:  Basketball  Use a tactic strate overcoppo comp through a series of nation over oppo comp through the series of	e following sects of the sional curriculum are a range of tics and ategies to ercome conents in direct inpetition ough team orts.  Allyse their formances in managed to evicus ones and monstrate provement to sieve their isonal best in the second best in the second best in the second in the second best in the second in the s	Year 9 Focus  Will be on tactical and strategic applications of the skills learned throughout Years 7 and 8.  Students will learn to apply man to man marking and zonal defending. They will be able to choose or even combine these strategies in game situations.  Students will learn how to set screen for their teammates when attacking and will ,learn how to pick and roll when attacking.  Students will become familiar with the different roles on a basketball team.  More complex rules such as 3 second, back court violation will be introduced.  Passing  Students use a range of passes depending upon the distance from the player they are passing to. The chest pass is a short sharp pass, students place a 'W' behind the ball with two hands, elbows in and push the ball to their team, releasing at full arm extension. The overhead pass is a higher pass that can be used to throw over opponent's heads and for a longer distance. This pass uses two hands in a W shape behind the ball and then is brought behind their head, step in and release above forehead with arms fully extending, the javelin pass is also used for longer distances and is a one-handed pass which is brought online with the shoulder then released at full extension of the arm. The bounce pass can be two or one handed and used to great effect when the marking is tight  Shooting  BEEF- Jump shot- students are taught square up to the basket and make sure you are Balanced; Eyes look at the hoop keep your Elbow in, pop your elbow	Formative assessment  During each of the Basketball lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of Basketball and their application of the essential knowledge will be assessed against given criteria	Sport specific skills continue to be refined in Year 9 and the focus remains predominantly placed upon developing the physical competence of students, although there is an increasing emphasis on tactical and strategic application.  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.  Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.

Students will	Netball meets the	your mouth and out through the top of your head. Imagine the ball has eyes on it and they need to be able to look down into the basket, so make sure you shoot high enough.  Lay-up  Curved approach to the basket Two steps allowed once the ball has been picked up (R, L and up if on the right-hand side and L, R and up if on the left-hand side) Keep the ball on your shooting hip away and from the defender As you jump make sure your shooting hand is nice and high, aim the ball off the top right-hand corner of the small square if you're on the right and off the top left if you're on the left.  Dribbling Imagine the ball is covered in mud at the end of the lesson only your fingers would be covered in mud, don't use your palm. Imagine you have chewing gum stuck on your hand and onto the ball, there should be no gaps When dribbling makes sure you are looking up to look for a teammate and where the basket is. The ball should be slightly in front of you and at hip height. Variations of dribble to use to outwit an opponent are cross-over, through the legs or behind the back  Defending Stay nice and low and slide your feet when marking your opponent Keep your eyes on their tummy and make yourself as big as you can. Once your opponent has used their dribble mark them tightly to prevent them from making a pass or taking a shot.  Basketball  https://www.bing.com/ck/a?l&&p=c1fa2673a44817a1def92bd9ae78 bc5032287bf0d36d8157077b17fe99fb57daJmltdHM9MTY1MjcxMTg2 OCZpZ3VpZD1iN2VkNTQ4MC01ZDVjLTRjMzEtYjJjOS1hMzFjNjMzZjASO WMmaW5zaWQ9NTIwOQ&ptn=3&fclid=c18a9284-d525-11ec-bb9c-3aae6c81d9fa&u=a1aHROcHM6Ly93d3cuYmFza2V0YmFsbC5vcmcvaGlzdG9yeS9pbmRleC8&ntb=1	Formative	Sport specific skills continue to
develop knowledge through a series of lessons focusing on:	following aspects of the national curriculum	Netball  Students will apply their learning in practical situations, often competitive, of increasing levels of complexity. This includes moving from smaller groups to larger SSG increasing the need for development of tactics etc.	assessment  During each of the netball	be refined in Year 9 and the focus remains predominantly placed upon developing the physical competence of
Netball	Use a range of tactics and strategies to	Year 9 focus	lessons within the sequence, students will be	students, although there is an increasing emphasis on tactical and strategic application.

overcome opponents in direct competition through team sports

Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

This enables students to:

Take part in competitive sports and activities outside school through community links or sports clubs Essential knowledge developed:

7v7 positional roles and responsibilities Backline passing and linkage Attacking channels and use of space 3 stages of defense Centre pass tactics Attacking around the circle

#### Footwork and landing

Students can land in a variety of ways. The ruling is they have to land 1,2, or as its taught the landing foot is the 'sticky' foot as it says on the floor and the second foot to land is the 'steppy' foot as this can move. The sticky foot acts as the pivot when the performer turns to face different directions, and the steppy foot moves around. Another method of landing is 'jump, stop', where the performer lands on two feet and steps forward with either the left or right foot (becoming the steppy foot)

#### **Passing**

Students use a range of passes depending upon the distance from the player they are passing to. The chest pass is a short sharp pass, students place a 'W' behind the ball with two hands, elbows in and push the ball to their team, releasing at full arm extension. The overhead pass is a higher pass that can be used to throw over opponents' heads and also for a longer distance. This pass uses two hands in a W shape behind the ball and then is brought behind their head, step in and release above forehead with arms fully extending, the shoulder pass is also used for longer distances and is a one-handed pass which is brought online with the shoulder then released at full extension of the arm. The bounce pass can be two or one handed coming from the side or chest and is used sometimes to get the ball into the shooting circle if marking is tight

#### Receiving

Students can use one or two hands to receive a pass. When receiving with two hands, students should snatch the ball out of the air and pull it towards their chest followed by the correct landing

#### Attacking skills

Students use attacking skills to receive a pass. These attacking skills need to be timed well in order to move away from their opponent. The methods taught are sprint dodge, feint dodge and double feint dodge Sprint dodge- Sprinting diagonally past their opponent either the right or left side

Feint dodge- Feinting in one direction then sprinting to receive in the other

provided with formative assessment focusing on their application and understanding of each essential knowledge point

# Summative assessment

Students will engage in competitive games of netball, varying from small sided to 7 a side and their application of the essential knowledge will be assessed against given criteria

This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.

Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.

through a series of lessons focusing on:	aspects of the national curriculum	Year 9 focus	During each of the badminton	focus remains predominantly placed upon developing the physical competence of
Students will develop knowledge	Badminton meets the following	Badminton	Formative assessment	Sport specific skills continue to be refined in Year 9 and the
		GlzdG9yeS1vZi1uZXRiYWxs&ntb=1		
		4c633721b487&u=a1aHR0cHM6Ly9uZXRiYWxsLnNwb3J0L2dhbWUva		
		a2e2-		
		ZpZ3VpZD03MWZmMjc3ZC04ZjZjLTQ0YzQtODQzMy03MzgzOTY1OG MxOWEmaW5zaWQ9NTE2OQ&ptn=3&fclid=daeeee03-d528-11ec-		
		e1bede9748cfddc1e25c9325e00d228eefJmltdHM9MTY1MjcxMzE5OS		
		https://www.bing.com/ck/a?!&&p=eb1422635cfcbef97fb8cf5bb5e4cc		
		taught in smaller game situations		
		which to select more advanced skills. They will also be provided with more leadership roles. Less pressure will allow less experienced players to practice the skills being		
		more pressurised situations and also be placed against each other in the game from		
		All skills can be developed in a variety of ways depending upon their netball experience of the group being taught. The more skillful performers should be given		
		upwards and away		
		legs and elbows are bent, with the ball coming just above the forehead, on release legs and elbows extend and the dominant hands wrist pushes the ball		
		ball and non-dominant hand at the side of the ball. When preparing to shoot,		
		Students feet are shoulder width apart, dominant hand is placed under the		
		Shooting		
		the opposition and gain possession		
		thrown in mid-air and aims to use their hand to knock it out of the reach of		
		their arms go up otherwise they will be pulled up for obstruction Interception- This is when the player sprints towards a ball that's been		
		arms fully stretched over the ball. Students need to get their distance before		
		the ball. Feet shoulder width apart, on their tip toes, leaning forward with		
		Marking the ball- Players should be I metre away from their opponent with		
		The idea for man to man is to mark side on to the player so that they can see the oncoming pass and also the direction in which their opponent moves in		
		who they should be marking, GS and GK, GA and GD, WA and WD, C and C.		
		Marking a player (man to man marking)- Within the game students are told		
		Students are taught 3 stages of defence to try to gain possession of the ball.  These are: marking a player, marking the ball and interception.		
		Defending skills		
		Double feint- This dodge is feinting in both directions before sprinting to receive the ball		

1	T		T	
Badminton	Use a range of	Students will reinforce their essential knowledge from previous learning and will	lessons within the	students, although there is an
	tactics and	develop the performance of techniques.	sequence,	increasing emphasis on tactical
	strategies to		students will be	and strategic application.
	overcome	They will develop an understanding of the rules and tactical principles of doubles	provided with	
	opponents in direct	play.	formative	This adds ambition and
	competition	I.e. side to side, front and back positioning,	assessment	progression of knowledge as a
	through individual	Serve rotations and positions when serving and receiving.	focusing on their	greater emphasis is placed
	and team sports	Attacking principles – short serve then stays short, attack backhand, aim for corner,	application and	upon the application of these
		smash to the body.	understanding of	skills in increasingly
	Analyse their	Defensive principles – retreat to side to side, return to the back of court.	each essential	competitive situations.
	performances		knowledge point	
	compared to	Students will apply their learning in practical situations, often competitive, of		Through spending longer in
	previous ones and	increasing levels of complexity. This includes students practicing using co-operative	Summative	game like situations,
	demonstrate	rallies to increasing levels of competitiveness to develop tactics etc.	assessment	knowledge and application of
	improvement to			tactics and strategies are
	achieve their	Essential knowledge developed:	Students will	enhanced.
	personal best		engage in a	
		Badminton – short serve, long serve, overhead clear, overhead drop shot, overhead	competitive game	
	This enables	smash, net play, under arm clear, forehand and back hand drive.	of badminton and	
	students to:		their application	
		Short Serve – Students will know and be able to apply: the correct stance, one foot	of the essential	
	Take part in	slightly in front of the other, stand close to the service line. Thumb grip getting racket	knowledge will be	
	competitive sports	head close to shuttle cock, hold shuttle cock by the nose pointing it towards racket.	assessed against	
	and activities	Gentle movement of racket head making contact and following through getting a low	given criteria	
	outside school through community	trajectory over the net aiming to get shuttle to land just past service line.		
	links or sports clubs			
	illiks of sports clubs	Long Serve – Students will know and be able to apply: the correct stance, one foot		
		slightly in front of the other, stand close to the service line. Thumb grip getting racket		
		head close to shuttle cock, hold shuttle cock by the nose pointing it towards racket.		
		Gentle movement of racket head UNTIL the last second and flick wrist aggressively		
		making contact and following through getting a high fast trajectory over their		
		opponent aiming to get shuttle to land near the back line/tramline.		
		Overhead Clear – Students will know and be able to apply: the correct stance, one		
		foot in front of the other, with non-racket hand pointing to shuttle while their racket		
		is in the "back scratching position". The shuttle is struck at its highest point from		
		underneath with force aiming to send the shuttle at a high trajectory towards the		
		back of the court over their opponent's head.		
		Overhead Dyan Chat Students will know and he able to apply the access to		
		Overhead Drop Shot – Students will know and be able to apply: the correct stance,		
		one foot in front of the other, with non-racket hand pointing to shuttle while their		
		racket is in the "back scratching position". The shuttle is struck at its highest point		
		with a smaller force aiming to send the shuttle in a falling trajectory towards the front		
		of the court just over the height of the net.		
		Quarhand Smach Students will know and he ship to apply the segrent starts		
		<b>Overhead Smash</b> – Students will know and be able to apply: the correct stance, one		
		foot in front of the other, with non-racket hand pointing to shuttle while their racket		

Students will develop knowledge through a series of lessons focusing on: Table Tennis	Table Tennis meets the following aspects of the national curriculum  Use a range of tactics and strategies to	Table Tennis  Students will apply their learning in practical situations, often competitive, of increasing levels of complexity. This includes students practicing using co-operative rallies to increasing levels of competitiveness to develop tactics etc.  Essential knowledge developed:	Pormative assessment  During each of the Table tennis lessons within the sequence, students will be	Sport specific skills continue to be refined in Year 9 and the focus remains predominantly placed upon developing the physical competence of students, although there is an increasing emphasis on tactical and strategic application.
		Badminton <a href="https://www.bing.com/search?q=origin+of+badminton&amp;qs=n&amp;f">https://www.bing.com/search?q=origin+of+badminton&amp;qs=n&amp;f</a> <a href="https://www.bing.com/search?q=origin+of+badminton&amp;qs=n&amp;f">orm=QBRE&amp;sp=-1&amp;ghc=1&amp;pq=origin+of+badminton&amp;qs=n&amp;f</a> <a href="https://www.bing.com/search?q=origin+of+badminton&amp;qs=n&amp;f&lt;/a&gt; &lt;a href=" https:="" search?q="origin+of+badminton&amp;qs=n&amp;f&lt;/a" www.bing.com=""> <a href="https://www.bing.com/search?q=origin+of+badminton&amp;qs=n&amp;f&lt;/a&gt; &lt;a href=" https:="" search?q="origin+of-badminton&amp;qs=n&amp;f&lt;/a" www.bing.com=""> <a href="https://www.bing.com/search?q=origin+of-badminton&amp;qs=n&amp;f&lt;/a&gt; &lt;a href=" https:="" search<="" td="" www.bing.com=""><td></td><td></td></a></a></a></a></a></a></a></a></a></a></a></a></a>		
		All skills can be developed in a variety of ways depending upon the badminton experience of the group being taught. The more skillful performers should be given more pressurised situations from which to select the correct shot. Less pressure will allow less experienced players to select and execute their shot. This will be conducted through king of the court where students end up playing competitively against students of similar ability.		
		can push the shuttle like a jab to make it tumble and land closer to the net making it much harder to return.  Underarm Clear – forehand or backhand shot. The shuttle is hit with force sending it to the back of the court putting opponents under pressure. The shuttle should aim to go over the opponent's head and land in the back tramlines.		
		foot under the racket hand, square on, back to the net. The shuttle is struck at its highest point from the side aiming to send the shuttle at a high speed down the line or cross court depending where opponent's is standing on the court.  Net Play – students aim to intercept a drop shot by getting racket to make contact at net height with racket head just underneath the net. The aim is to get the shuttle to go over the net gently and land in-front of the service line. The more skillful player		
		Forehand Drive – Students will know and be able to apply: the correct stance, racket foot under the racket hand, square on, facing the net. The shuttle is struck at its highest point from the side aiming to send the shuttle at a high speed down the line or cross court depending where opponent's is standing on the court.  Backhand Drive – Students will know and be able to apply: the correct stance, racket		
		is in the "back scratching position". The shuttle is struck at its highest point over the top of the shuttle with a great force aiming to send the shuttle at a downward trajectory towards the middle of the court just over the height of the net.		

overcome opponents in direct competition through team sports

Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

This enables students to:

Take part in competitive sports and activities outside school through community links or sports clubs Table tennis – Grip, serve, backhand & forehand push return, forehand topspin, back hand top spin. forehand slice, back hand slice.

**Grip** – forefinger and thumb make a "crocodile shape" fore finger follows the line of the rubber across the bottom of the bat. Thumb wrapped around the grip. The other 3 fingers wrap around the grip of the bat. Make sure the fore finger does not creep up the back of the bat.

**Push return** – back hand and forehand. The bat remains neutral (Vertical) when contact is made with the ball. A gentle push is given to take the force off the ball. This is a defensive shot to return the ball over the net to keep it in play. Forehand and back hand can be used. A backhand push return is the predominant shot unless the ball is sent out wide to the forehand.

**Serves** – rules = ball must be held in an open palm. The ball must be thrown up a minimum of 6 inches. The ball must be hit behind the white base line. The ball must bounce on both sides of the table.

The serve can be long or short over the net, it can go down the line or diagonally across the table. The more advanced server can use different spins, side, back or top spin.

**Forehand Top Spin** – the bat is held in a closed position (tilting forward) to compensate for this the elbow is kept close to the body and the swing is from low to high when contact is made with the ball. This ball is struck off center to cause the ball to spin causing the ball to dip over the net at speed.

**Backhand Top Spin** – the bat is held in a closed position (tilting forward) to compensate for this the elbow is kept close to the body and the swing is from low to high when contact is made with the ball. The technique for backhand is "throwing a Frisbee" to create the follow through. This ball is struck off center to cause the ball to spin causing the ball to dip over the net at speed.

**Forehand Back spin (Slice)**- the bat is held in an open position (tilting backwards) to compensate for this the elbow is kept close to the body and the swing is from high to low in a "chopping" motion when contact is made with the ball. This ball is struck off center to cause the ball to spin causing the ball to dip over the net at speed.

**Backhand Back spin (Slice)**- the bat is held in an open position (tilting backwards) to compensate for this the elbow is kept close to the body and the swing is from high to low in a "chopping" motion when contact is made with the ball. This ball is struck off center to cause the ball to spin causing the ball to dip over the net at speed.

All skills can be developed in a variety of ways depending upon the table tennis experience of the group being taught. The more skillful performers should be given more pressurised situations from which to select the correct shot. Less pressure will allow less experienced players to select and execute their shot. This will be conducted

provided with formative assessment focusing on their application and understanding of each essential knowledge point

# Summative assessment

Students will engage in a competitive game of table tennis and their application of the essential knowledge will be assessed against given criteria This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.

Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.

Students will develop knowledge through a series of lessons focusing on: Rugby	Rugby meets the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school	through king of the court where students end up playing competitively against students of similar ability.  Table tennis <a href="https://www.bing.com/search?q=origin+of+table+tennis&amp;qs=n.akform=QBRE&amp;sp=-1&amp;ghc=1&amp;pq=origin+of+table+tennis&amp;sc=2-22&amp;sk=&amp;cvid=14A073DB1F2A43B3B4763884C1822520">https://www.bing.com/search?q=origin+of+table+tennis≻=2-22&amp;sk=&amp;cvid=14A073DB1F2A43B3B4763884C1822520</a> Rugby  Year 9 Focus  Students will apply the essential knowledge and techniques that they learned throughout Years 7 and 8.  These skills will be applied in game situations with full size teams.  In addition, kicking skills will be introduced to include grubber, Up and under, and punt.  Tactical applications will be applied such as Straight line defence Diagonal line of attack Line out combinations Use of different kicks when attacking  Passing: Players start with the ball in both hands, using their fingers to control it. They must look at the intended recipient, and then swing their arms in that direction. Use the hand and arm furthest from the receiver to push the ball, just use the other hand as a guide. As players loosen their grip on the ball, they flick their fingers and wrists, so the fingers point towards the target.  Players keep their eyes on the ball. After they have passed the ball, they follow the pass to support their teammate in possession.	Formative assessment  During each of the rugby lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of rugby and their application of the essential knowledge will be assessed against given criteria	Sport specific skills continue to be refined in Year 9 and the focus remains predominantly placed upon developing the physical competence of students, although there is an increasing emphasis on tactical and strategic application.  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.  Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.
	This enables students to:  Take part in competitive sports and activities outside school	Players start with the ball in both hands, using their fingers to control it. They must look at the intended recipient, and then swing their arms in that direction. Use the hand and arm furthest from the receiver to push the ball, just use the other hand as a guide. As players loosen their grip on the ball, they flick their fingers and wrists, so the fingers point towards the target. Players keep their eyes on the ball. After they have passed the ball, they	competitive game of rugby and their application of the essential knowledge will be assessed against	
	through community links or sports clubs	Tackle: Keep eyes open, back straight, hands in a catching position, elbows in and go forward. Keep feet alive - Move feet quickly and adjust so the leading foot is close to the ball-carrier. Drive - Make firm contact with the shoulder and with the head to the side. Wrap - Punch arms forward and around the ball-carrier.  Evasion skills:		

Students will	Trampolining meets	Rucking: Players to touch the ground with both hands at the same time just before the contact. If their heads are up looking for the point of contact, then they should be in a great position to give all their power to the ruck. Both hands together square the shoulders, making the spine in line and the force more effective.  Mauling:  When the ball carrier is held but not brought to the ground a maul may form. You need to know when a maul has formed because it affects what you are allowed to do. For a maul to formThere must be a least three players. The three players must include: The ball carrier an opponent, holding the ball carrier, A teammate of the ball carrier, bound to the ball carrier. Players must be on their feet and attempt to stay on their feet. The players must be in the field of play. The group of players must be moving towards a goal-line  Scrummaging:  Hooker is first to the scrum - The hooker's arms rest on the props shoulders and the props arms grasp the hooker's shirt The open side prop places his shoulder behind that of the hooker The blind side prop shoulder is firmly under the hookers to allow the hooker to bind correctly - The feed must be horizontal, and the hooker must strike the ball back with their feet Walk over the ball  Lineouts:  Face the lineout and stand on the balls of your feet in opposition – left foot forward. Shift your weight on your front foot, with your knee slightly bent. The right hand should be near the back of the ball with the fingers spread and pointing up. The left hand should be near the front of the ball with fingers spread and pointing up. The left hand should be near the front of the sport - Rugby union - factfile - GCSE Physical Education Revision - Edexcel - BBC Bitesize	Formative	We choose to do trampolining
develop knowle through a serie lessons focusin	of aspects of the	Students will learn how to put up and dismantle a trampoline safely.	During each of	at this point as it builds on the gymnastic knowledge and skills that students developed in Year 7 and 8.
		They will learn all the safety rules for Trampolining.	the Trampolining	/ d110 8.

Trampolining	Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	Students will learn to perform straight bounces followed by tuck, pike and straddle shapes. They will go on to half twist and full twist.  Students will complete seat drops and will progress to various combinations i.e., seat half out, seat half seat, half into seat.  Students will complete front drops followed by front to seat and seat to front. Seat front seat. Half into front and front half out. Finally, half and full turntables.  Back drop, back feet front, back to front, front to back, back drop half out, half into back drop. Back half back.  Back summersault  Front summersault  Students will devise sequences combining moves with fluency and control.  Trampolining - an overview and history of the sport - Trampolining - factfile - GCSE Physical Education Revision - AQA - BBC Bitesize	lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a performance of Trampolining and their application of the essential knowledge will be assessed against given criteria	Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills
Students will develop knowledge through a series of lessons focusing on: Fitness	Fitness meets the following aspects of the national curriculum  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school	Fitness  Review the Principles of Training – Specificity, Progression, Overload, Reversibility, and Tedium (SPORT).  Create a PERSONAL FOCUS e.g., weight control, toning, endurance, strength, speed etc. and work out a specific training schedule incorporating principles  Measure Heart rate during and after a training period – students will work out what training zone they are working in  Application of the principles of training – FITT  Students aim to reach anaerobic training zone.  Students experience a variety of fitness challenges to inspire students to live a healthy and active lifestyle.  Include partner challenges depending on the cohort	Formative assessment  During each of the fitness lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment	Sport specific skills continue to be refined in Year 9 and the focus remains predominantly placed upon developing the physical competence of students, although there is an increasing emphasis on tactical and strategic application.  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.  Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.

		through communities	Ideas of dealless and	Ctudente will
		through community	Ideas of challenges	Students will
		links or sports clubs	- Big mac challenge	engage in a
			- P90X	competitive game
			- Joe Wicks	of football and
			-Alphabet challenge	their application
			-Yoga/legs bums and tums class	of the essential
			- CrossFit challenges	knowledge will be
			- 10 mins abs	assessed against
			- 10 mins abs	given criteria
			Students will learn about setting personal targets for improvement. They will	
			learn how their training should be specifically tailored to achieve their	
			targets. Students will learn how to measure the intensity of their work using	
			the perceived exertion scale.	
			,	
			Student will learn how the cardiovascular system is used to provide energy	
			for exercise. They learn how to measure heart rate and will learn about	
			resting heart rate, maximum heart rate and working heart rate. They will	
			understand training zones and how the different zones require the use of	
			different energy systems and provide different benefits. They will be shown	
			links to apps that allow them to measure heart rate.	
			Student will rehearse the names and locations of the main muscle groups.	
			They will learn how to target those muscle groups with specific exercises.	
			Students will know what is meant by circuit training and understand the	
			benefits of using it to work different muscle groups intensely and then being	
			able to rest them during the course of a circuit. They will use this knowledge	
			to develop their own circuit tailored to their own fitness needs.	
			Students will learn how to test their fitness using fitness tests such as multi-	
			stage fitness test, sit up test and sit and reach test. They will learn how to	
			compare their results to national averages/normative data.	
			Fitness Physical Fitness: Its History, Evolution, and Future   The Art of	
			Manliness	
			<u>Wallings</u>	
	Students will		Passing	
	develop knowledge			
1	through a series of		Bounce chest overhead, on and two handed. Signalling to ask for the ball.	
	lessons focusing on:		Use bodyweight to put power onto the ball when making a pass. Step into	
	iessons rocusing on.		the pass. Move into space to receive a pass.	
	Danahhall		Move	
	Benchball			

		https://www.bing.com/search?q=origin+of+benchball&cvid=81a4270d90e		
		7460ca65f6593fdfba800&aqs=edge69i57.4179j0j4&FORM=ANAB01&DAF0		
Students will develop knowledge through a series of lessons focusing on: Dodgeball	Dodgeball meets the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school	=1&PC=U531  Dodgeball  Agility Change direction quickly to avoid being hit, up on balls of feet, legs bent and low centre of gravity ready to react.  Throwing with accuracy at speed — wide stance, lead with elbow, weight transfer, follow through in direction of target.  Transition from attack to defence: After following through retreat to back of court to avoid being out.  Monitoring of court — always be aware of all balls even when attacking.  Catching, early anticipation moves to the line of the ball if it is moving slowly enough to be able to catch. Extend arms and cushion ball into body.  Speed development — start low and push hard to gain rapid acceleration. Use arms to generate forward momentum.  Tactically Retreat when defending Move to midline when attacking. Combine with teammates when your team has more than 1 ball.  The Fascinating History of Dodgeball   History Daily	Formative assessment  During each of the Dodgeball lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of Dodgeball and their application of the essential knowledge will be assessed against given criteria	Sport specific skills continue to be refined in Year 9 and the focus remains predominantly placed upon developing the physical competence of students, although there is an increasing emphasis on tactical and strategic application.  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.  Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.
Students will develop knowledge through a series of	through community links or sports clubs Football meets the following aspects of the national	Football:	Formative assessment	Sport specific skills continue to be refined in Year 9 and the focus remains predominantly
lessons focusing on:	curriculum  Use a range of tactics and strategies to overcome opponents in direct competition	Fitness for Football Cardiovascular fitness – continuous training Speed – Interval training – done with and without the ball to emulate real game situations.  The essential knowledge and techniques will be revisited and applied in conditioned games	During each of the football lessons within the sequence, students will be provided with formative assessment focusing on their	placed upon developing the physical competence of students, although there is an increasing emphasis on tactical and strategic application.  This adds ambition and progression of knowledge as a greater emphasis is placed

application and upon the application of these through team sports Student independence will develop significantly within Year 9. They will learn about a understanding of skills in increasingly range of tactics and strategies they can implement, and they will increasingly make each essential competitive situations. Analyse their their own decisions about which to use in game situations. knowledge point performances Through spending longer in compared to What, how and when to communicate in football. Summative game like situations, assessment knowledge and application of previous ones and demonstrate Key elements for application of shooting skills in conditioned game. tactics and strategies are improvement to Students will enhanced. achieve their Key elements of good teamwork - organisation, communication, motivation. engage in a personal best Analysis of strengths and weaknesses of opponents and planning to exploit them. competitive game of football and This enables Essential knowledge developed: their application students to: of the essential Football passing receiving shooting defending/attacking turn, dribble, Heading knowledge will be Take part in assessed against competitive sports Passing the ball – Students will know and be able to apply: the angle of approach for given criteria and activities different passes, non-kicking foot beside the ball, head over the ball, arm out for outside school balance, instep for shorter passes and laces for longer passes, follow through in through community direction of pass – curled passes with inside or outside of foot and lofted pass may be links or sports clubs developed. This skill can be developed in a variety of ways depending upon the football experience of the group being taught. The more skillful performers should be given more pressurised situations from which to select and execute the correct pass. Less pressure will allow less experienced players time to select and execute their pass. Receiving the ball- Students will know and be able to apply keeping eye on the ball, move to the line of the ball, to cushion control absorb the speed of the ball by moving away on contact (foot, thigh, chest, head. Get the ball out from under your feet so you can step onto the following pass. A variety of feeds to be used to practice control with different body parts i.e., foot, thigh, chest head. This skill can be developed in a variety of ways depending upon the football experience of the group being taught. The more skillful performers should be given more pressurised situations from which to select and execute the correct control. Less pressure will allow less experienced players time to select and execute their control. Shooting Diagonal angle of approach, arm out for balance and protection, eyes on the ball. Laces contact, with head over the ball. A low strike aimed at the bottom corner of the goal. Variety of shooting scenarios should enable students to develop their schema for shooting (ball rolled towards / away / from the side / volley / over shoulder. **Defending** – position between attacker and goal, closer to the goal tighter the marking, low centre of gravity, legs bent, eyes on the ball, sideways position. when your attacker does not have the ball maintain goal side position and make sure you

can see the ball and your men. These skills are developed through 1 to 1 challenge at first with students progressing to 2v2 and 4v4.

**Dribbling** - Fake in one direction by bending knee and dipping shoulder, initial movement in one direction followed by a quick change of direction and acceleration away from defender. Scissors / double touch /

These dribbling skills should be enhanced in 1v1 situations. They can then move to 2v2 where students then choose when to dribble or pass.

**Turning**, turning with the ball (inside, outside, Cruyff, drag back) Coming back from a direction of travel, have ball close to body, get low to improve turn efficiency, move into the turn slowly, move the ball out from beneath your feet, then accelerate away with the ball. These skills can be developed using possession-based football challenges. Teams score by achieving a certain number of consecutive passes (chosen by teacher based on class knowledge)

**Running with the ball** – ball must stay under close control, soft touch with laces, every 4/5 steps / lift head between touches, eye on ball at contact point, travel as quickly as you can.

Rules of the game – Contact, handball, throw in, corner, goal kick.

Goalkeeping skills - Goalkeeping: Shot stopping (starting from kneeling dive, crouched dive, standing dive), one hand behind the ball one hand on top, positional play (angles and distances move forward to narrow the angle), high catch move to line of the ball one leg jump drive knee up and take the ball at highest point. Mid height moves to the line of the ball

Students should demonstrate techniques and decision making, with precision, control and fluency, during conditioned/ competitive situations, to include the following.

**Heading** – eyes open, forehead contact, firm neck, arch back, feet wide, defensive-contact ball below mid-point and aim for distance away from goal into wide space. Attacking contact above midline of the ball, downwards towards corner of goal. Heading can be developed using the throw head catch game and attacking headers can be practiced with a hand feed to an attacker running onto the ball.

Essential techniques to include a good level of accuracy, precision, control and fluency.

Students should develop positional awareness during games in defence and attack.

Students should communicate effectively during small sided games.

They should adapt to changes in a competitive situation to succeed against a variety of opponents.

		Football The history of football (soccer) (footballhistory.org)		
Students will develop knowledge through a series of lessons focusing on: Rounders	Rounders meets the following aspects of the national curriculum  Use a range of	Rounders Year 9 focus Students will apply the skills they have learned in Years 7 and 8 in game like situations. They will learn to be an effective runner between bases and make the correct decisions. They will become a more aware and effective fielder again making good decisions. They will know how to effectively undertake role of bowler, base	Pormative assessment  During each of the rounders lessons within the	Sport specific skills continue to be refined in Year 9 and the focus remains predominantly placed upon developing the physical competence of students, although there is an
Kounders	tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	player and backstop.  Throwing Preparation- body side on. Ball arm position back and higher than shoulder, forward arm pointing to target, push off from back foot, stride front foot forward and plant foot, pivot hips to face direction of throw, rotate throwing arm shoulder towards target, flick wrist of point of release just behind ear for long distance throw, arm follows through towards target and all weight is transferred forward  Catching  When catching at body level- cross little fingers and form a cup, aim to catch at the base of your fingers, wrap fingers around the ball and bring into body For a high catch- Approach ball as it starts to descend, attempt to catch at eye level and keep your hand high, interlock the thumbs and reduce the gap between the hands, catch at the base of your fingers  Fielding  Long barrier- Get in line with the ball, head over the ball, fingers pointing down, hands together and watch the ball, kneel on non-throwing knee, make a long barrier with your knee in line with your opposite foot heel so that you are fully behind the ball  Batting  When batting have a good firm grip around the handle of the bat. All fingers around the bat holding it with one hand. The top of the bat points towards the sky. Hold the bat up high to get a big swing to hit the ball. Stand side on with legs shoulder width apart. If right-handed stand with your left leg in front, if you are left-handed stand with your right leg in front  Bowling  Basic- Start in the box, knees bent with ball released inside the square, hips and shoulders in line, pendulum motion of the arm, step forward with left foot if right-handed or right foot if left-handed. Aim to bowl between the batters knee and top of head and aim to bowl into backstops hands	sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of rounders and their application of the essential knowledge will be assessed against given criteria	increasing emphasis on tactical and strategic application.  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.  Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.

		Rounders <u>Rounders - Wikipedia</u>		
Students will develop knowledge through a series of lessons focusing on:	Softball meets the following aspects of the national curriculum	Catching and throwing  Glove used on weaker hand. Ball to be caught in the web area between thumb and first finger. Smooth transfer to stronger hand for throw. Step to lead throw and elbow to lead throwing arm.		
Softball	Use a range of tactics and strategies to overcome opponents in direct competition through team sports	Variety of catching to be practiced so fingers down and up techniques practiced. Fielding to be enhanced by effective communication and cooperation.  Batting Starting with use urns to the ball of batting tee. Head still. Eyes focussed on stitching on the ball, wide stance sideways on, look at contact being made then head turns to the ball. Hit ball into space of keep it low to avoid being caught out. Key rules three strikes and out.		
	Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	Pitching Aim for strike zone, forward stance, lead with foot opposite throwing arm, follow through in direction of the hitter. Progress to circle technique.  Running key rules – can be run out or tagged between bases. Quick acceleration away from base – stay low, drive knees, be aggressive with run and use arms to assist speed.  Straight run if ball infield, curved run if goes to outfield. Be aware of tags.		
	This enables students to:	<b>Positional play for fielding team,</b> considering qualities required to play each position. Backing up receiver when fielding.		
	Take part in competitive sports and activities outside school through community links or sports clubs	https://www.bing.com/search?q=origin+of+softball&cvid=08f27a05f53e477b9ebf2 e0d7cbc785e&aqs=edge.0.0l9.3536j0j4&FORM=ANAB01&DAF0=1&PC=U531		
Students will develop knowledge through a series of lessons focusing on:	Cricket meets the following aspects of the national curriculum	Cricket Year 9 Focus As Cricket is such a technical sport the essential knowledge has to be revisited as refinement of the skills can take a lot of practice.	Formative assessment  During each of	Sport specific skills continue to be refined in Year 9 and the focus remains predominantly placed upon developing the
Cricket	Use a range of tactics and strategies to overcome opponents in direct competition	Whilst student revisit this essential knowledge it will be in a variety of game like situations with tactical application being the focus.  Fielding catching Ready position and early preparation, body moving to flight of the ball. Eyes on the ball always.	the Cricket lessons within the sequence, students will be provided with formative assessment focusing on their	physical competence of students, although there is an increasing emphasis on tactical and strategic application.  This adds ambition and progression of knowledge as a greater emphasis is placed

High catch – fingers up, thumbs together, extend arms and cushion ball as collect it. upon the application of these through team application and sports Bring ball into body. understanding of skills in increasingly Low catch – Feet wide apart and legs bent, fingers down, little fingers together, each essential competitive situations. Analyse their extend out towards ball and cushion catch towards or to the side of your body. knowledge point performances Short barrier (foot behind ball then reach down to collect) and long barrier (sideways Through spending longer in compared to on, knee closest to ball goes to ground creating wide area to stop the ball. Summative game like situations, **Throwing** assessment knowledge and application of previous ones and demonstrate Sideways on, hold ball with fingers, step towards target, point to target, lead with tactics and strategies are improvement to elbow and use whip action to generate speed. Follow through in direction of the Students will enhanced. achieve their target. engage in a personal best competitive game **Bowling** of cricket and their application This enables The run-up: As you set off from the top of your run-up, start by using small of the essential students to: steps before changing to larger strides knowledge will be Keep your arms close to your body and your head steady - keep your eyes Take part in assessed against fixed on the target - the batsman competitive sports given criteria and activities The bound: As you approach the crease, turn your body to get side on and outside school lean back slightly through community links or sports clubs Coil: Bowling action The coil is the spring from which the ball is released. Keep the ball close to your chin with your head looking behind a high front arm As your back foot lands on the pitch, keep your body upright. Your back leg should remain stable and support the body while the front foot should be raised slightly Your front foot should be pointing to the batsman as it lands with the leg braced ready to take the full impact of the delivery Release: As the shoulders begin to rotate, push your bowling arm forward and down from the coil position, with your non-bowling arm pointing to the batsman The arms should rotate through with the ball released at the top of the delivery arc Follow through: Bowling action As you follow through, fold your bowling arm into your body and swing your hips around to finish Your momentum will take you towards the batsman but make sure you don't run down the middle of the pitch Batting. **D**riving technique. With your eyes fixed on the ball, lean in with the front shoulder. The front foot and a bent front knee form the base for the shot.

Students will develop knowledge	Tennis meets the following aspects of	The head should at least be level or ahead of the front knee, with the back foot raised up to the toes.  The bat accelerates vertically, and contact is made with the eyes directly under the ball.  The bat accelerates through a straight path, with the wrists relaxing and the face of the bat pointing to the sky.  Pull technique.  As backswing begins, the head, shoulders and back foot move back and across.  Front leg is moved back and towards the leg side, forming the base for the shot with the head slightly forward.  Front leg is moved back and towards the leg side, forming the base for the shot with the head slightly forward.  Cut shot  The back foot moves back towards the stumps and across towards the line of the ball.  The front shoulder should turn to the offside as the bat is taken back.  The bat is brought down and across, making contact with the ball at full arm extension.  Keep the head still and roll the wrists forwards to keep the ball down Follow through with the shot, leaving the weight on the back foot and the bat finishing over the front shoulder and behind the head.  Wicket keeping  Stand close for spin far for a fast bowl.  Stand batside of the wicket.  Legs wide, eyes on the ball, ready to move quickly in reaction to ball movements.  Cricket  https://www.bing.com/search?q=origin+of+cricket&cvid=1e92095316a44a1  887899af026d98c8e&aqs=edge.0.0l4j69i64.2770j0j4&FORM=GEOTRI&PC=AC  TS&isRef=1&showTw=1&isAutoP=1	Formative assessment	Sport specific skills continue to be refined in Year 9 and the focus romains prodominantly.
through a series of lessons focusing on:	the national curriculum	Year 9 Focus As Tennis is such a technical sport the essential knowledge has to be revisited	During each of the tennis lessons	focus remains predominantly placed upon developing the physical competence of
Tennis	Use a range of tactics and	as refinement of the skills can take a lot of practice.  Whilst student revisit this essential knowledge it will be in a variety of game like situations with tactical application being the focus.	within the sequence,	students, although there is an

strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	Forehand Ready position- body facing forward, feet shoulder width apart, knees slightly bent, weight on balls of feet, take the racket back making a 'C' shape with the head, as this occurs shoulders turn, racket then moves from low to high as hips are turned and you step into the shot, finish with the racket wrapped around the neck ( like a scarf) over the shoulder  Backhand  Double handed is taught to develop control. The action is like that of throwing a rugby ball. Rotate shoulders away from net bringing racket back behind stepping forward with right foot if right-handed left foot if left-handed. Racket and arms drop below the ball behind the body with strings facing to the side and weight on front foot. Contact is at the side slightly in front of the body with strings facing the net. Follow through is forwards and upwards over the shoulder with high elbows  Volley Stand square to the net, eyes on the ball, racket head high. Punch action towards the ball, control the racket head, pointing the racket face to the direction you want the ball to travel.  Serve Stand foot facing end of net, wide stance, controlled throw with straight arm. Back scratch action with racket and controlled contact with the ball aiming for far end of service box. High contact but feet stable and balance on the floor at contact point. Follow through into ready position in preparation for next shot.  HISTORY OF TENNIS: The origin, how was in invented and more. (racketlounge.com)	students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of tennis and their application of the essential knowledge will be assessed against given criteria	increasing emphasis on tactical and strategic application.  This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.  Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.
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## **YEAR 10 CORE**

	Content /Topic	NC/Specification Reference	Essential Knowledge/Skills	Assessment	Rationale why this content is taught in this year group at this point (Sequencing/progression of knowledge)
HT1 HT2 HT3 HT4	Students will develop knowledge through a series of lessons focusing on:	Netball meets the following aspects of the national curriculum	As students will have become more competent, confident and expert in their essential knowledge and techniques they will be expected to apply them in a range of situations.	Formative assessment  During each of the Netball	In KS4 students experience of PE becomes more focused, as they are able to pursue the activities they are more likely

	Nothall	Hea a range of	Thou will develop a deeper understanding of the application of the accomplishment	loccone within the	to continue with throughout
	Netball	Use a range of	They will develop a deeper understanding of the application of the essential rules of	lessons within the	to continue with throughout
		tactics and	the activities they have taken part in during previous years, and they will learn the	sequence, students will be	life.
		strategies to	essential rules of new activities.		The color of the last
		overcome	A discount of the second of th	provided with	They select activities that
		opponents in direct	An increasing level of independence will characterise all KS4 lessons.	formative	motivate them to participate in
		competition		assessment	PE and physical activity.
		through team	In addition to rehearsing the essential knowledge and techniques that they learned	focusing on their	
		sports	throughout KS3, students will develop the following essential knowledge:	application and	Throughout KS4 our emphasis
				understanding of	shifts away from the
		Analyse their	Rules	each essential	development of physical
		performances	Formal positions	knowledge point	competence and over to
		compared to	Replaying the ball		ensuring sustained physical
		previous ones and	Contact	Summative	activity. The promotion of this
		demonstrate	Footwork	assessment	as part of a healthy lifestyle is a
		improvement to	Obstruction		priority.
		achieve their	3 seconds with the ball	Students will	
		personal best	Offside	engage in a	The emphasis within lessons
				competitive game	shifts towards strategic and
		This enables		of Netball their	tactical application of essential
		students to:	Tactics and strategies	application of the	knowledge within a range of
			Zonal and man to man marking	essential	conditioned games. This leads
		Take part in	Backline pass tactics	knowledge will be	to the full format of
		competitive sports	Centre pass tactics	assessed against	competitive sports being
		and activities	Double marking from backline	given criteria	experienced by students.
		outside school	Channels	Biven criteria	experienced by students.
		through community	Sideline pass		Engagement, motivation and
		links or sports clubs	Shooting- Passing the ball out the circle to get closer to the goal and stepping in		enjoyment of physical activity
		links of sports clabs	GA and GS working together in the circle		are objectives as we aim to
			Use of square and straight passing to eliminate interception from opposition		produce young people who will
			ose of square and straight passing to eliminate interception from opposition		remain physically active
					throughout life.
		Fa atlanti manata tina	As at independence in the contract of the cont	Formative	
		Football meets the	As students will have become more competent, confident and expert in their		In KS4 students experience of
		following aspects of	essential knowledge and techniques they will be expected to apply them in a range of	assessment	PE becomes more focused, as
		the national	situations.	Duning and of	they are able to pursue the
		curriculum	They will develop a deeper understanding of the application of the assential rules of	During each of	activities they are more likely
			They will develop a deeper understanding of the application of the essential rules of	the Football	to continue with throughout
	Students will	Use a range of	the activities they have taken part in during previous years, and they will learn the	lessons within the	life.
	develop knowledge	tactics and	essential rules of new activities.	sequence,	
HT1	,	strategies to		students will be	They select activities that
HT2	through a series of	overcome	An increasing level of independence will characterise all KS4 lessons. Students will	provided with	motivate them to participate in
HT3	lessons focusing on:	opponents in direct	create their own warm up, skills practice and will develop their own tactics to use in	formative	PE and physical activity.
HT4		competition	games.	assessment	
	Football	through team		focusing on their	Throughout KS4 our emphasis
		sports	In addition to rehearsing the essential knowledge and techniques that they learned	application and	shifts away from the
			throughout KS3, students will develop the following essential knowledge:	understanding of	development of physical
		Analyse their		each essential	competence and over to
		performances	Rules	knowledge point	ensuring sustained physical
		compared to	Offside rule		activity. The promotion of this
		previous ones and	Direct and Indirect free kicks		

	demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	Tactics and strategies. Formation selection based upon team strengths and objectives. Evaluation of effectiveness of chosen strategies and adaptions made where appropriate. Possession football – utilising the width and depth of the pitch – This can be enhanced using two ball game and corner goals. Defensive formation – how to defend a lead by adjusting positional play of team members. Long ball tactic when attacking – bypassing the midfield to create fast and direct attacks. Counter pressing – how to win possession high up the pitch and the pros and cons of this strategy. Mid game adjustment of strategy – moving from attacking to then defending a lead. Outwitting the opposition by choosing strategies to counter their strengths and exploit their weaknesses.	Summative assessment  Students will engage in a competitive game of Football their application of the essential knowledge will be assessed against given criteria	as part of a healthy lifestyle is a priority.  The emphasis within lessons shifts towards strategic and tactical application of essential knowledge within a range of conditioned games. This leads to the full format of competitive sports being experienced by students.  Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.  In KS4 students experience of
Students will develop knowledge through a series of lessons focusing on: HT4  Volleyball	the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school	essential knowledge and techniques they will be expected to apply them in a range of situations.  They will develop a deeper understanding of the application of the essential rules of the activities they have taken part in during previous years, and they will learn the essential rules of new activities.  An increasing level of independence will characterise all KS4 lessons.  In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:  Rules Serving and rotation  Tactics and strategies 4-2 system W+1 formation Setting on two or 3 Dive, roll and slide when defending Positions and specialist roles of team players Switching setter to ensure playing to strengths of players. Blocking and drop shots Cover defence 6 Up 6 Deep	assessment  During each of the Volleyball lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of Volleyball their application of the essential knowledge will be assessed against given criteria	PE becomes more focused, as they are able to pursue the activities they are more likely to continue with throughout life.  They select activities that motivate them to participate in PE and physical activity.  Throughout KS4 our emphasis shifts away from the development of physical competence and over to ensuring sustained physical activity. The promotion of this as part of a healthy lifestyle is a priority.  The emphasis within lessons shifts towards strategic and tactical application of essential knowledge within a range of conditioned games. This leads to the full format of competitive sports being experienced by students.  Engagement, motivation and enjoyment of physical activity

HT1 HT2	Students will develop knowledge through a series of lessons focusing on: Outdoor Education	through community links or sports clubs  Outdoor and adventurous activities meet the following aspects of the national curriculum  Use a range of tactics and strategies to overcome challenges.  Analyse their performances compared to previous ones and demonstrate improvement.  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs  Trampolining meets the following	Outdoor and Adventurous activities  Communication  Students will learn how both verbal and nonverbal communication is essential in getting a team to work effectively. They will understand how body language and facial expression can convey information and they will learn how important clarity is with verbal communication. They will learn how listening is vital effective communication and effective problem solving as sometimes solutions are found by students who may not be loud or outgoing but are insightful.  Organisation  Students will learn the importance of good quality organisation of both equipment and people in achieving success in a task. They will  Effective teams  Students will learn the essential qualities of an effective team such as leadership and team working. They will understand how listening and cooperating facilitate team cohesion. Students will be empowered to take on different roles within their team and will understand the important of each.  Resilience  Students will learn that often solutions must be worked at as they are not simple. They will understand that working through solutions that do not succeed is part of the process and that resilience is needed when problem solving in PE and in life. This culture of error is a life skill  Leadership  They will learn how leaders can be autocratic or democratic and that the style of leadership should depend upon the situation i.e., if there is danger or a clear expert in the group then autocratic is useful. If there are good relationships and a clear task set then democratic may be preferable. Students will learn that high quality leaders have good subject knowledge, are empathetic and are effective communicators. They will understand that a pragmatic approach to problem solving is often beneficial.  Navigation skills  students will learn how to highlight features on a map, orientate a map and navigate to a set point on the map.	Formative assessment  During each of the OA lessons students will demonstrate that the understand the qualities required to problem solve. They will de formatively assessed on hoe they display these qualities and how they can explain their relevance.  Summative assessment  Students summative assessment will be cumulative. They will be assessed on their knowledge and application of key skills against given criteria.	are objectives as we aim to produce young people who will remain physically active throughout life.  The National Curriculum in KS3 requires students to take part in outdoor and adventurous activity challenges both individually and within a team.  In our KS3 curriculum this is done using problem solving activities and navigation skills.  Our students build on this work by completing problem solving tasks of a higher level of complexity and identifying the attributes they are developing whilst completing.  This Scheme of Learning prepares students to move to more complex orienteering activities.
HT3 (	develop knowledge	aspects of the national curriculum	situations.		they are able to pursue the activities they are more likely

	through a series of		They will develop a deeper understanding of the application of the essential rules of	During each of	to continue with throughout
	lessons focusing on:	Analyse their performances	the activities they have taken part in during previous years, and they will learn the essential rules of new activities.	the Trampolining lessons within the	life.
	Trampolining	compared to		sequence,	They select activities that
	, -	previous ones and	An increasing level of independence will characterise all KS4 lessons.	students will be	motivate them to participate in
		demonstrate	Local 19th and the control of the co	provided with	PE and physical activity.
		improvement to	In addition to rehearsing the essential knowledge and techniques that they learned	formative	Throughout KS4 our oranhoois
		achieve their personal best	throughout KS3, students will develop the following essential knowledge:	assessment focusing on their	Throughout KS4 our emphasis shifts away from the
		personal best	Rules	application and	development of physical
		This enables	Tariff system for scoring routines alongside performance score.	understanding of	competence and over to
		students to:	,	each essential	ensuring sustained physical
			Development of essential knowledge and strategies to achieve enhanced scores.	knowledge point	activity. The promotion of this
		Take part in			as part of a healthy lifestyle is a
		competitive sports	Content will be personalised to suit the experience and competence of each	Summative	priority.
		and activities	individual. Some students will need to rehearse and perfect previously learned	assessment	
		outside school	trampolining before moving on to more complex work.		The emphasis within lessons
		through community		Students will	shifts towards strategic and
		links or sports clubs	Front somersault  Back Somersault	engage in an assessed	tactical application of essential knowledge within a range of
			Front drop half twist to back drop	sequence to	conditioned games. This leads
			Cat's Cradle	demonstrate their	to the full format of
			Cat twist	application of the	competitive sports being
			Roller	essential	experienced by students.
			Turntable half and full.	knowledge will be	
				assessed against	Engagement, motivation and
				given criteria	enjoyment of physical activity
					are objectives as we aim to
					produce young people who will
					remain physically active
		Benchball meets	As students will have become more competent, confident and owners in their	Formative	throughout life.
		the following	As students will have become more competent, confident and expert in their essential knowledge and techniques they will be expected to apply them in a range of	assessment	In KS4 students experience of PE becomes more focused, as
		aspects of the	situations.	assessment	they are able to pursue the
		national curriculum	Studions.	During each of	activities they are more likely
			They will develop a deeper understanding of the application of the essential rules of	the Benchball	to continue with throughout
		Use a range of	the activities they have taken part in during previous years, and they will learn the	lessons within the	life.
	Students will	tactics and	essential rules of new activities.	sequence,	
HT1	develop knowledge	strategies to		students will be	They select activities that
HT2	through a series of	overcome	An increasing level of independence will characterise all KS4 lessons.	provided with	motivate them to participate in
НТЗ	lessons focusing on:	opponents in direct		formative	PE and physical activity.
HT4		competition	In addition to rehearsing the essential knowledge and techniques that they learned	assessment	Throughout VC4 our operhania
	Benchball	through team	throughout KS3, students will develop the following essential knowledge:	focusing on their	Throughout KS4 our emphasis shifts away from the
		sports	Tactics and strategies	application and understanding of	development of physical
		Analyse their	Using players with height advantage to defend	each essential	competence and over to
		performances	Appropriate selection of first bench player	knowledge point	ensuring sustained physical
		compared to	Bench players to block defender to reach back and score.		activity. The promotion of this
		previous ones and	Keeping strongest players to the last		

		demonstrate	Use of bench width to create space / score	Summative	as part of a healthy lifestyle is a
		improvement to	Man to man marking	assessment	priority.
		achieve their	Zonal defending		
		personal best		Students will	The emphasis within lessons
				engage in a	shifts towards strategic and
		This enables		competitive game	tactical application of essential
		students to:		of Benchball their	knowledge within a range of
				application of the	conditioned games. This leads
		Take part in		essential	to the full format of
		competitive sports		knowledge will be	competitive sports being
		and activities		assessed against	experienced by students.
		outside school		given criteria	
		through community			Engagement, motivation and
		links or sports clubs			enjoyment of physical activity
					are objectives as we aim to
					produce young people who will
					remain physically active
					throughout life.
		Basketball meets	As students will have become more competent, confident and expert in their	Formative	In KS4 students experience of
		the following	essential knowledge and techniques they will be expected to apply them in a range of	assessment	PE becomes more focused, as
		aspects of the	situations.		they are able to pursue the
		national curriculum		During each of	activities they are more likely
			They will develop a deeper understanding of the application of the essential rules of	the Basketball	to continue with throughout
		Use a range of	the activities they have taken part in during previous years, and they will learn the	lessons within the	life.
		tactics and	essential rules of new activities.	sequence,	
		strategies to		students will be	They select activities that
		overcome	An increasing level of independence will characterise all KS4 lessons.	provided with	motivate them to participate in
		opponents in direct		formative	PE and physical activity.
		competition	In addition to rehearsing the essential knowledge and techniques that they learned	assessment	, ,
		through team	throughout KS3, students will develop the following essential knowledge:	focusing on their	Throughout KS4 our emphasis
	Students will	sports		application and	shifts away from the
	develop knowledge		Rules	understanding of	development of physical
HT1	through a series of	Analyse their	Back court violation	each essential	competence and over to
HT2	lessons focusing on:	performances	3 second rule	knowledge point	ensuring sustained physical
HT3	lessons locusing on.	compared to	28 second shot clock		activity. The promotion of this
HT4		previous ones and	Time out	Summative	as part of a healthy lifestyle is a
	Basketball	demonstrate		assessment	priority.
		improvement to	Tactics and strategies		
		achieve their	Roles and responsibilities of key positions (forward, centre, guard.	Students will	The emphasis within lessons
		personal best	Man to man marking	engage in a	shifts towards strategic and
			Full court press	competitive game	tactical application of essential
		This enables	Half court press	of Basketball their	knowledge within a range of
		students to:	Variety of zonal defences	application of the	conditioned games. This leads
			Box and 1	essential	to the full format of
		Take part in	2- 1-2	knowledge will be	competitive sports being
		competitive sports	Combination of man to man and zonal	assessed against	experienced by students.
		and activities	Fast break	given criteria	, , , , , , , , , , , , , , , , , , , ,
		outside school	Attacking formations		Engagement, motivation and
			horseshoe		enjoyment of physical activity

		through community links or sports clubs	1-3-1 1-2-2		are objectives as we aim to produce young people who will remain physically active throughout life.
HT1 HT2 HT3 HT4	Students will develop knowledge through a series of lessons focusing on:	Fitness meets the following aspects of the national curriculum  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	As students will have become more competent, confident and expert in their essential knowledge and techniques they will be expected to apply them in a range of situations.  They will develop a deeper understanding of the application of the essential rules of the activities they have taken part in during previous years, and they will learn the essential rules of new activities.  An increasing level of independence will characterise all KS4 lessons.  In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:  HIT Training – to include Tabata workouts, Joe Wicks, P90X – Students will learn the benefits and risks of HIT.  Circuit Training – Recap understanding from previous years and design a workout to cater for the needs of students in the group. Students to be clear on their own SMART targets in fitness. Alternatively, a skills circuit may be created to cater for groups keen to improve a particular sport.  Specificity training – students to recap different principles and types of training and design a training session to cater for their needs.  Health and Fitness assessment: students to develop an understanding of the key elements of a healthy lifestyle i.e., exercise, good diet, not smoking and no alcohol/drugs.  Fitness challenges e.g.  1. Race across the world fitness 2. Monopoly fitness 3. Connect 4 fitness 4. Break out room challenge 5. Partner workout challenge 6. Deck of cards fitness	Formative assessment  During each of the Fitness lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will be assessed on their application of the essential knowledge against given criteria	In KS4 students experience of PE becomes more focused, as they are able to pursue the activities they are more likely to continue with throughout life.  They select activities that motivate them to participate in PE and physical activity.  Throughout KS4 our emphasis shifts away from the development of physical competence and over to ensuring sustained physical activity. The promotion of this as part of a healthy lifestyle is a priority.  The emphasis within lessons shifts towards strategic and tactical application of essential knowledge within a range of conditioned games. This leads to the full format of competitive sports being experienced by students.  Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.
HT1 HT2 HT3 HT4	Students will develop knowledge through a series of lessons focusing on: Table Tennis	Table Tennis meets the following aspects of the national curriculum	As students will have become more competent, confident and expert in their essential knowledge and techniques they will be expected to apply them in a range of situations.	Formative assessment  During each of the Table Tennis lessons within the	In KS4 students experience of PE becomes more focused, as they are able to pursue the activities they are more likely to continue with throughout life.

		I		I	1
		Use a range of	They will develop a deeper understanding of the application of the essential rules of	sequence,	
		tactics and	the activities they have taken part in during previous years, and they will learn the	students will be	They select activities that
		strategies to	essential rules of new activities.	provided with	motivate them to participate in
		overcome		formative	PE and physical activity.
		opponents in direct	An increasing level of independence will characterise all KS4 lessons.	assessment	
		competition		focusing on their	Throughout KS4 our emphasis
		through team	In addition to rehearsing the essential knowledge and techniques that they learned	application and	shifts away from the
		sports	throughout KS3, students will develop the following essential knowledge:	understanding of	development of physical
		,		each essential	competence and over to
		Analyse their	Rules	knowledge point	ensuring sustained physical
		performances	Formal scoring systems in singles and doubles		activity. The promotion of this
		compared to	Alternate hitting in doubles	Summative	as part of a healthy lifestyle is a
		previous ones and	Theoretic means in doubles	assessment	priority.
		demonstrate	Tactics and strategies	assessment	priority.
		improvement to	Disguised shots	Students will	The emphasis within lessons
		· ·	Disguised Silots		
		achieve their	Cingles	engage in a	shifts towards strategic and
		personal best	Singles	competitive game	tactical application of essential
			Move your opponent to widest spaces	of Table Tennis	knowledge within a range of
		This enables	Bring opponent to the net before a smash	and their	conditioned games. This leads
		students to:	Send opponent away from the table before drop shot	application of the	to the full format of
				essential	competitive sports being
		Take part in		knowledge will be	experienced by students.
		competitive sports	Doubles	assessed against	
		and activities	Return to the hitter to create congestion between opponents.	given criteria	Engagement, motivation and
		outside school	Vacate the space quickly after hitting your shot		enjoyment of physical activity
		through community			are objectives as we aim to
		links or sports clubs			produce young people who will
		·			remain physically active
					throughout life.
		Badminton meets	As students will have become more competent, confident and expert in their	Formative	In KS4 students experience of
		the following	essential knowledge and techniques they will be expected to apply them in a range of	assessment	PE becomes more focused, as
		aspects of the	situations.		they are able to pursue the
		national curriculum		During each of	activities they are more likely
			They will develop a deeper understanding of the application of the essential rules of	the Badminton	to continue with throughout
		Use a range of	the activities they have taken part in during previous years, and they will learn the	lessons within the	life.
		tactics and	essential rules of new activities.	sequence,	
	Students will	strategies to	essential rates of new detivities.	students will be	They select activities that
HT1	develop knowledge	overcome	An increasing level of independence will characterise all KS4 lessons.	provided with	motivate them to participate in
HT2	through a series of	opponents in direct	An moreasing level of independence will characterise all K34 lessons.	formative	PE and physical activity.
HT3	lessons focusing on:	competition	In addition to rehearsing the essential knowledge and techniques that they learned	assessment	i E and physical activity.
HT4		-	throughout KS3, students will develop the following essential knowledge:		Throughout KS4 our amphasis
п14		through team	throughout 655, students will develop the following essential knowledge:	focusing on their	Throughout KS4 our emphasis
	Badminton	sports	Bules	application and	shifts away from the
		Amalua akkata	Rules	understanding of	development of physical
		Analyse their	Formal scoring systems	each essential	competence and over to
		performances		knowledge point	ensuring sustained physical
		compared to	Tactics and strategies.		activity. The promotion of this
		previous ones and	Singles – push opponents to the front and back causing them to lift the shuttle so it	Summative	as part of a healthy lifestyle is a
		demonstrate	can be attacked.	assessment	priority.
		improvement to	Disguise serve/shots - attempt the sliced smash to drop shuttle closer to the net.		

		achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	Bring opponent to the net to hit the shuttle to the back forcing opponent to be off balance which will set you up for the next attacking shot.  Aiming for the body, if all areas of the court is covered Exploit backhand space both long and short.  Use serves to put opponents under pressure to set up for the next attack.  Doubles  Short serve followed to the net to attack any miss placed returns.  Front and back on attacking play if the shuttle they receive forces smash, so player at the front can intercept a poor return  Side to side in defensive play when receiving shot  Exploit weaker opponent — target space or aim at players torso  Use full width of doubles space, aim for wide spots by net.  Mixed team getting female to cover the net on serves	Students will engage in a competitive game of Badminton and their application of the essential knowledge will be assessed against given criteria	The emphasis within lessons shifts towards strategic and tactical application of essential knowledge within a range of conditioned games. This leads to the full format of competitive sports being experienced by students.  Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.
HT1 HT2 HT3 HT4	Students will develop knowledge through a series of lessons focusing on: Dodgeball	Dodgeball meets the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	As students will have become more competent, confident and expert in their essential knowledge and techniques they will be expected to apply them in a range of situations.  They will develop a deeper understanding of the application of the essential rules of the activities they have taken part in during previous years, and they will learn the essential rules of new activities.  An increasing level of independence will characterise all KS4 lessons.  In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:  Rules Double hit Adapted rules for conditioned games  Tactics and strategies Synchronised attacking Attack the strongest player fastest runners to start the game Angles of attack move to the line before attacking throw  Benchball/dodgeball Hoop game Last man standing King	Formative assessment  During each of the Dodgeball lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of Dodgeball and their application of the essential knowledge will be assessed against given criteria	In KS4 students experience of PE becomes more focused, as they are able to pursue the activities they are more likely to continue with throughout life.  They select activities that motivate them to participate in PE and physical activity.  Throughout KS4 our emphasis shifts away from the development of physical competence and over to ensuring sustained physical activity. The promotion of this as part of a healthy lifestyle is a priority.  The emphasis within lessons shifts towards strategic and tactical application of essential knowledge within a range of conditioned games. This leads to the full format of competitive sports being experienced by students.  Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will

			remain physically active throughout life.
	Athletics	Formative assessment	In KS4 students experience of PE becomes more focused, as
	Sprints 100m, 200m, 400m		they are able to pursue the
	Drive out of the block	During each of	activities they are more likely
	Pump arm, keep elbows next to body and keep hands in extended	the Tennis lessons	to continue with throughout
	Nice high knees, long strides	within the	life.
	Run through the finishing line, dip at the end of the race	sequence,	
		students will be	They select activities that
	Long distance 800m, 1500m	provided with	motivate them to participate in
	Pace yourself throughout the race	formative	PE and physical activity.
	Save enough energy at the end of the race to have a sprint finish if needed	assessment	Thursday t KCA and a graph asia
	Shot	focusing on their	Throughout KS4 our emphasis shifts away from the
	Hold the shot at the bottom and place the thumb and little finger each side of the	application and understanding of	development of physical
	shot.	each essential	competence and over to
	Place the shot under the chin and touching the neck.	knowledge point	ensuring sustained physical
	Keep the throwing arm elbow high and the arm parallel to the floor.	knowiedge point	activity. The promotion of this
	Stand on the balls of your feet with your knees bent and non-throwing shoulder	Summative	as part of a healthy lifestyle is a
	pointing towards the throwing area.	assessment	priority.
	Stage two		
	Lean backwards and place your weight on the back foot.	Students will	The emphasis within lessons
	Transfer the weight from the back leg to the front leg.	engage in a	shifts towards strategic and
	Explode upwards, bring the hips around and forwards to face throwing area.	competitive game	tactical application of essential
	Extend the throwing arm up quickly and powerfully.	of Tennis and	knowledge within a range of
	Finish with chest and head up	their application	conditioned games. This leads
		of the essential	to the full format of
	KS4 possibly progress to spin technique	knowledge will be	competitive sports being
		assessed against	experienced by students.
	Discus	given criteria	
	The discus sits flat against the palm of the throwing hand.		Engagement, motivation and
	The edge of the discus sits on the pads of the first joints of the fingers.		enjoyment of physical activity
	The thumb rests on the back of the discus.		are objectives as we aim to
	The discus is held in a loose grip.		produce young people who will
	The discus is moved from hip, diagonally across the body to the opposite shoulder to		remain physically active
	create momentum		throughout life.
	The discuss is released at a 45-degree angle		
	KS4 include rotation before throw.		
	Javelin		
	Stage one		
	Hold the javelin in the fold of the hand along the length of the palm.		
	Grip the back of the javelin cord with the thumb and ensure the first two joints of the		
	index finger are behind the cord.		
	Stage two (approach run)		

Between 13 to 19 strides away from the throwing line should be used for the run up. In addition, place an additional marker five steps away from the throwing line.

Hold the javelin at head height, with the arm bent and the elbow pointing forward.

Ensure the palm of your hand is facing upwards and begin running with your hips high and the javelin parallel to the ground.

Maintain a controlled increasing speed throughout the run-up.

Stage three

On reaching the second marker, place the right foot down and move the throwing arm straight forward and then back until the arm is fully stretched at shoulder height. Begin to bring the hips around and turn so the left shoulder is facing the throwing line and keep the feet pointing forward.

Keep driving the right leg forwards and upwards and the javelin pointing in the direction of the throw.

Stage four

On the penultimate step, begin to lower the back of the javelin, keep it close to the head with the point in line of the eyebrows.

At the same time, push off the left leg and take a longer, flatter drive step off the right leg.

Begin to lean back and land the left leg in front of the right leg before the right foot touches the ground.

As the right foot touches the ground, keep it ahead of the hips and shoulders, the heel is quickly lifted and rotates clockwise until the foot finishes up on the little toe. Keep the shoulders in line with the direction of the throw and the left arm across the chest.

Stage five

Bring the left leg forward and land flat-footed with toes pointing forward.

Keep the left leg braced and straight and the left leg lands soon after the right foot.

With both legs on the ground, turn the right hip quickly forward and up to bring it square with the delivery area. The chest and shoulders must follow.

The right elbow will follow by rotating outwards and up, alongside the head, while the right shoulder is pulled through and the arm forward and upward extension.

The delivery arm must start its final action when the hand is above the shoulder.

The launching takes place above the left foot. The outward rotation of the elbow along with the release of the fingers on the javelin causes the javelin to rotate clockwise to create stability during flight.

### Hurdles

Run with controlled speed at the hurdle.

As you approach the hurdle, drive up your rear leg up and forwards.

At the same time, raise your front knee up and extend the leg parallel to the floor.

As you pass over the hurdle, thrust your front leg over the barrier.

At the same time, pull your rear leg up at the knee and turn the foot outward.

As you clear over the hurdle bring your back foot into your bottom and swing the leg round and forwards.

Drive your front leg downwards towards the track and on impact, swing your opposite arm backwards to pull the trail leg forwards.

Sprint away from the hurdle.

High jump

Start 8-10 strides away from the barrier.

Run in a curve with controlled speed at the barrier.

Lean your torso into the curve, the opposite side to the barrier.

Keep your (barrier side) shoulder as high as possible.

• You are ready to jump at approximately one metre past the first post and an arm's length away from the mat.

At this point, plant the take-off foot (foot furthest away from the side to bar) down.

At the same time, drive your lead leg and arms upwards and shoulders high.

In the air, keep driving upwards and bring your lead knee across the body to get shoulders parallel with the bar.

Try to cross the barrier in the middle of the bar and bring the arms forwards and back into the body.

As your hips cross the barrier, flick your feet upwards and high over the barrier. Maintain balance and land safely.

### Triple Jump

Run with controlled speed at the take-off board.

As you hit the take-off board, fully extend the take-off leg.

Drive the opposite leg through and ensure the thigh is nearly parallel to the ground at take-off.

Ensure balance of the whole body and pull the take-off leg and ankle into the bottom. Bring the take-off leg forward and rotate to the front of the body.

Take-off leg begins to pull forward.

With the take-off leg now in front of you, drive it downwards for the next phase. On impact with the ground, the 'step' leg drives hard against the floor and is fully extended. The opposite thigh (drive leg) is just below parallel to the ground. Keep the drive leg stable and balanced and hold position until you begin to decline. At this point, extend the drive leg and snap the foot downwards ready for the next phase.

On impact with the ground, the 'jump' leg drives hard against the floor and is fully extended. The opposite thigh (drive leg) is just parallel to the ground.

The arms drive forward and keep your body upright with head looking forwards. Finally, drive the arms forward, swing both legs forward and hold position until you hit the sandpit.

### Long Jump

Gradual acceleration throughout run up, 11-15 strides using sprint technique. Only use one foot to take off from. Plant foot on the ground, push through and up into the air. Leading knee and opposite arm should swing upwards.

Keep looking ahead, not at the board or sand

Don't jump too high focus on the distance

Perform the hang technique in the air, arms should be above your head, legs hanging down, then swing arms down and lift legs up

Bend knees to soften the impact when you land and bring your arms forward to stop the falling backwards into the sand

HT5 HT6	Students will develop knowledge through a series of lessons focusing on: Tennis	Tennis meets the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	As students will have become more competent, confident and expert in their essential knowledge and techniques they will be expected to apply them in a range of situations.  They will develop a deeper understanding of the application of the essential rules of the activities they have taken part in during previous years, and they will learn the essential rules of new activities.  An increasing level of independence will characterise all KS4 lessons.  In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:  Rules Formal scoring system Full serving rules Doubles rules and serve rotation  Tactics and strategies Singles Serve and volley Bring the opponent to the net Moving your opponent till they make a mistake- Percentage play Both players at the back – aim to keep ball beyond service line One at the back one at the front - Both at the front Service- Different spins, width, length and speed Return of serve  Doubles Both players at the net- Both players moving together depending on where the opponents are Both players at the back – keeping the ball deep Hit ball through the middle Passing shots down the line Chip and charge Lobbing net player- when this occurs partners need to switch sides Communication between partners Covering the tramlines Poaching the net when getting the opportunity to do so	Formative assessment  During each of the Tennis lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of Tennis and their application of the essential knowledge will be assessed against given criteria	In KS4 students experience of PE becomes more focused, as they are able to pursue the activities they are more likely to continue with throughout life.  They select activities that motivate them to participate in PE and physical activity.  Throughout KS4 our emphasis shifts away from the development of physical competence and over to ensuring sustained physical activity. The promotion of this as part of a healthy lifestyle is a priority.  The emphasis within lessons shifts towards strategic and tactical application of essential knowledge within a range of conditioned games. This leads to the full format of competitive sports being experienced by students.  Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.
HT5 HT6	Students will develop knowledge through a series of lessons focusing on: Softball	following aspects of the national curriculum  Use a range of tactics and strategies to	essential knowledge and techniques they will be expected to apply them in a range of situations.  They will develop a deeper understanding of the application of the essential rules of the activities they have taken part in during previous years, and they will learn the essential rules of new activities.	assessment  During each of the Softball lessons within the sequence, students will be	PE becomes more focused, as they are able to pursue the activities they are more likely to continue with throughout life.

overcome	An increasing level of independence will characterise all KS4 lessons.	provided with	They select activities that
opponents in direct		formative	motivate them to participate in
competition	In addition to rehearsing the essential knowledge and techniques that they learned	assessment	PE and physical activity.
through team	throughout KS3, students will develop the following essential knowledge:	focusing on their	
sports		application and	Throughout KS4 our emphasis
	Rules	understanding of	shifts away from the
Analyse their	Tagging	each essential	development of physical
performances		knowledge point	competence and over to
compared to			ensuring sustained physical
previous ones and	Tactics and strategies	Summative	activity. The promotion of this
demonstrate	Bowling strategies – offside/onside – determining the hitting side.	assessment	as part of a healthy lifestyle is a
improvement to	Stealing bases		priority.
achieve their	Positions and roles of all team players	Students will	
personal best	Teamwork as fielders i.e.	engage in a	The emphasis within lessons
	Backstop and 1st base combination.	competitive game	shifts towards strategic and
This enables	Cover fielding	of Softball their	tactical application of essential
students to:	Batting placement to support teammates base running	application of the	knowledge within a range of
		essential	conditioned games. This leads
Take part in		knowledge will be	to the full format of
competitive sports		assessed against	competitive sports being
and activities		given criteria	experienced by students.
outside school			
through community			Engagement, motivation and
links or sports clubs			enjoyment of physical activity
			are objectives as we aim to
			produce young people who will
			remain physically active
			throughout life.

### **YEAR 11 CORE**

	Content /Topic	NC/Specification Reference	Essential Knowledge/Skills	Assessment	Rationale why this content is taught in this year group at this point (Sequencing/progression of knowledge)
		Netball meets the	As students will have become more competent, confident and expert in their	Formative	In KS4 students experience of
		following aspects of	essential knowledge and techniques they will be expected to apply them in a range of	assessment	PE becomes more focused, as
		the national	situations.		they are able to pursue the
	Students will	curriculum		During each of	activities they are more likely
HT1	develop knowledge		They will develop a deeper understanding of the application of the essential rules of	the Netball	to continue with throughout
HT2	through a series of	Use a range of	the activities they have taken part in during previous years, and they will learn the	lessons within the	life.
HT3	lessons focusing on:	tactics and	essential rules of new activities.	sequence,	
HT4		strategies to		students will be	They select activities that
	Netball	overcome	An increasing level of independence will characterise all KS4 lessons.	provided with	motivate them to participate in
		opponents in direct		formative	PE and physical activity.
		competition	In addition to rehearsing the essential knowledge and techniques that they learned	assessment	
			throughout KS3, students will develop the following essential knowledge:	focusing on their	

		through to - :		annlination of	Throughout VCA
		through team	Dulas	application and	Throughout KS4 our emphasis
		sports	Rules	understanding of	shifts away from the
			Formal positions	each essential	development of physical
		Analyse their	Replaying the ball	knowledge point	competence and over to
		performances	Contact		ensuring sustained physical
		compared to	Footwork	Summative	activity. The promotion of this
		previous ones and	Obstruction	assessment	as part of a healthy lifestyle is a
		demonstrate	3 seconds with the ball		priority.
		improvement to	Offside	Students will	
		achieve their		engage in a	The emphasis within lessons
		personal best		competitive game	shifts towards strategic and
			Tactics and strategies	of Netball their	tactical application of essential
		This enables	Zonal and man to man marking	application of the	knowledge within a range of
		students to:	Backline pass tactics	essential	conditioned games. This leads
			Centre pass tactics	knowledge will be	to the full format of
		Take part in	Double marking from backline	assessed against	competitive sports being
		competitive sports	Channels	given criteria	experienced by students.
		and activities	Sideline pass		, ,
		outside school	Shooting- Passing the ball out the circle to get closer to the goal and stepping in		Engagement, motivation and
		through community	GA and GS working together in the circle		enjoyment of physical activity
		links or sports clubs	Use of square and straight passing to eliminate interception from opposition		are objectives as we aim to
			The state of the s		produce young people who will
					remain physically active
					throughout life.
		Football meets the	As students will have become more competent, confident and expert in their	Formative	In KS4 students experience of
		following aspects of	essential knowledge and techniques they will be expected to apply them in a range of	assessment	PE becomes more focused, as
		the national	situations.	dosessinent	they are able to pursue the
		curriculum	Sicutions.	During each of	activities they are more likely
		Carriculani	They will develop a deeper understanding of the application of the essential rules of	the Football	to continue with throughout
		Use a range of	the activities they have taken part in during previous years, and they will learn the	lessons within the	life.
		tactics and	essential rules of new activities.	sequence,	ine.
			essential rules of flew activities.	students will be	Thou solost activities that
		strategies to overcome	An increasing level of independence will characterise all VSA lessans. Students will	provided with	They select activities that
			An increasing level of independence will characterise all KS4 lessons. Students will	formative	motivate them to participate in
	Students will	opponents in direct	create their own warm up, skills practice and will develop their own tactics to use in		PE and physical activity.
HT1	develop knowledge	competition	games.	assessment	Throughout VSA our amphasis
HT2	through a series of	through team		focusing on their	Throughout KS4 our emphasis
HT3	lessons focusing on:	sports	In addition to rehearsing the essential knowledge and techniques that they learned	application and	shifts away from the
HT4		A call as that	throughout KS3, students will develop the following essential knowledge:	understanding of	development of physical
	Football	Analyse their	Dulas	each essential	competence and over to
		performances	Rules	knowledge point	ensuring sustained physical
		compared to	Offside rule	6	activity. The promotion of this
		previous ones and	Direct and Indirect free kicks	Summative	as part of a healthy lifestyle is a
		demonstrate		assessment	priority.
		improvement to	Tactics and strategies.		
		achieve their	Formation selection based upon team strengths and objectives.	Students will	The emphasis within lessons
		personal best	Evaluation of effectiveness of chosen strategies and adaptions made where	engage in a	shifts towards strategic and
			appropriate.	competitive game	tactical application of essential
	1	This enables	Possession football – utilising the width and depth of the pitch – This can be	of Football their	knowledge within a range of
1		students to:	enhanced using two ball game and corner goals.	application of the	conditioned games. This leads

			Defensive formation – how to defend a lead by adjusting positional play of team	essential	to the full format of
		Take part in	members.	knowledge will be	competitive sports being
		competitive sports	Long ball tactic when attacking – bypassing the midfield to create fast and direct	assessed against	experienced by students.
		and activities	attacks.	given criteria	experienced by students.
		outside school	Counter pressing – how to win possession high up the pitch and the pros and cons of	given criteria	Engagement, motivation and
		through community	this strategy.		enjoyment of physical activity
		links or sports clubs	Mid game adjustment of strategy – moving from attacking to then defending a lead.		are objectives as we aim to
			Outwitting the opposition by choosing strategies to counter their strengths and		produce young people who will
			exploit their weaknesses.		remain physically active
		N II I II .			throughout life.
		Volleyball meets	As students will have become more competent, confident and expert in their	Formative	In KS4 students experience of
		the following	essential knowledge and techniques they will be expected to apply them in a range of	assessment	PE becomes more focused, as
		aspects of the	situations.		they are able to pursue the
		national curriculum		During each of	activities they are more likely
		_	They will develop a deeper understanding of the application of the essential rules of	the Volleyball	to continue with throughout
		Use a range of	the activities they have taken part in during previous years, and they will learn the	lessons within the	life.
		tactics and	essential rules of new activities.	sequence,	
		strategies to		students will be	They select activities that
		overcome	An increasing level of independence will characterise all KS4 lessons.	provided with	motivate them to participate in
		opponents in direct		formative	PE and physical activity.
		competition	In addition to rehearsing the essential knowledge and techniques that they learned	assessment	
		through team	throughout KS3, students will develop the following essential knowledge:	focusing on their	Throughout KS4 our emphasis
		sports		application and	shifts away from the
				understanding of	development of physical
	Students will	Analyse their	Rules	each essential	competence and over to
HT1	develop knowledge	performances	Serving and rotation	knowledge point	ensuring sustained physical
HT2	through a series of	compared to			activity. The promotion of this
HT3	lessons focusing on:	previous ones and	Tactics and strategies	Summative	as part of a healthy lifestyle is a
HT4	ressons rocusing on	demonstrate	4-2 system	assessment	priority.
1114	Malla hall	improvement to	W +1 formation		
	Volleyball	achieve their	Setting on two or 3	Students will	The emphasis within lessons
		personal best	Dive, roll and slide when defending	engage in a	shifts towards strategic and
			Positions and specialist roles of team players	competitive game	tactical application of essential
		This enables	Switching setter to ensure playing to strengths of players.	of Volleyball their	knowledge within a range of
		students to:	Blocking and drop shots	application of the	conditioned games. This leads
			Cover defence	essential	to the full format of
		Take part in	6 Up	knowledge will be	competitive sports being
		competitive sports	6 Deep	assessed against	experienced by students.
		and activities		given criteria	
		outside school		-	Engagement, motivation and
		through community			enjoyment of physical activity
		links or sports clubs			are objectives as we aim to
		,			produce young people who will
					remain physically active
					throughout life.

HT1 HT2 HT3 HT4	Students will develop knowledge through a series of lessons focusing on: Trampolining	Trampolining meets the following aspects of the national curriculum  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	As students will have become more competent, confident and expert in their essential knowledge and techniques they will be expected to apply them in a range of situations.  They will develop a deeper understanding of the application of the essential rules of the activities they have taken part in during previous years, and they will learn the essential rules of new activities.  An increasing level of independence will characterise all KS4 lessons.  In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:  Rules  Tariff system for scoring routines alongside performance score.  Development of essential knowledge and strategies to achieve enhanced scores.  Content will be personalised to suit the experience and competence of each individual. Some students will need to rehearse and perfect previously learned trampolining before moving on to more complex work.  Front somersault  Back Somersault  Front drop half twist to back drop  Cat's Cradle  Cat twist  Roller  Turntable half and full.	Formative assessment  During each of the Trampolining lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in an assessed sequence to demonstrate their application of the essential knowledge will be assessed against given criteria	In KS4 students experience of PE becomes more focused, as they are able to pursue the activities they are more likely to continue with throughout life.  They select activities that motivate them to participate in PE and physical activity.  Throughout KS4 our emphasis shifts away from the development of physical competence and over to ensuring sustained physical activity. The promotion of this as part of a healthy lifestyle is a priority.  The emphasis within lessons shifts towards strategic and tactical application of essential knowledge within a range of conditioned games. This leads to the full format of competitive sports being experienced by students.  Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.
HT1 HT2 HT3 HT4	Students will develop knowledge through a series of lessons focusing on: Benchball	Benchball meets the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct competition through team sports	As students will have become more competent, confident and expert in their essential knowledge and techniques they will be expected to apply them in a range of situations.  They will develop a deeper understanding of the application of the essential rules of the activities they have taken part in during previous years, and they will learn the essential rules of new activities.  An increasing level of independence will characterise all KS4 lessons.  In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:  Tactics and strategies	Formative assessment  During each of the Benchball lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of	In KS4 students experience of PE becomes more focused, as they are able to pursue the activities they are more likely to continue with throughout life.  They select activities that motivate them to participate in PE and physical activity.  Throughout KS4 our emphasis shifts away from the development of physical

		Analyse their	Using players with height advantage to defend	each essential	competence and over to
		performances	Appropriate selection of first bench player	knowledge point	ensuring sustained physical
		compared to	Bench players to block defender to reach back and score.		activity. The promotion of this
		previous ones and	Keeping strongest players to the last	Summative	as part of a healthy lifestyle is a
		demonstrate	Use of bench width to create space / score	assessment	priority.
		improvement to	Man to man marking		
		achieve their	Zonal defending	Students will	The emphasis within lessons
		personal best		engage in a	shifts towards strategic and
				competitive game	tactical application of essential
		This enables		of Benchball their	knowledge within a range of
		students to:		application of the	conditioned games. This leads
				essential	to the full format of
		Take part in		knowledge will be	competitive sports being
		competitive sports		assessed against	experienced by students.
		and activities		given criteria	
		outside school			Engagement, motivation and
		through community			enjoyment of physical activity
		links or sports clubs			are objectives as we aim to
					produce young people who will
					remain physically active
					throughout life.
		Basketball meets	As students will have become more competent, confident and expert in their	Formative	In KS4 students experience of
		the following	essential knowledge and techniques they will be expected to apply them in a range of	assessment	PE becomes more focused, as
		aspects of the	situations.		they are able to pursue the
		national curriculum		During each of	activities they are more likely
			They will develop a deeper understanding of the application of the essential rules of	the Basketball	to continue with throughout
		Use a range of	the activities they have taken part in during previous years, and they will learn the	lessons within the	life.
		tactics and	essential rules of new activities.	sequence,	
		strategies to		students will be	They select activities that
		overcome	An increasing level of independence will characterise all KS4 lessons.	provided with	motivate them to participate in
		opponents in direct		formative	PE and physical activity.
	Students will	competition	In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:	assessment	Throughout VSA our amphasis
HT1	develop knowledge	through team	throughout K55, students will develop the following essential knowledge.	focusing on their	Throughout KS4 our emphasis shifts away from the
HT2	through a series of	sports	Rules	application and understanding of	development of physical
HT3	lessons focusing on:	Analyse their	Back court violation	each essential	competence and over to
HT4	32222233	performances	3 second rule	knowledge point	ensuring sustained physical
	Basketball	compared to	28 second shot clock	Knowiedge point	activity. The promotion of this
	Dasvernail	previous ones and	Time out	Summative	as part of a healthy lifestyle is a
		demonstrate		assessment	priority.
		improvement to	Tactics and strategies		pd
		achieve their	Roles and responsibilities of key positions (forward, centre, guard).	Students will	The emphasis within lessons
		personal best	Man to man marking	engage in a	shifts towards strategic and
			Full court press	competitive game	tactical application of essential
		This enables	Half court press	of Basketball their	knowledge within a range of
		students to:	Variety of zonal defences	application of the	conditioned games. This leads
			Box and 1	essential	to the full format of
		Take part in	2-1-2	knowledge will be	competitive sports being
		competitive sports	Combination of man to man and zonal		experienced by students.

		and activities	Fast break	assessed against	
		outside school through community links or sports clubs	Attacking formations horseshoe 1-3-1 1-2-2	given criteria	Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.
HT1 HT2 HT3 HT4	Students will develop knowledge through a series of lessons focusing on: Table Tennis	Table Tennis meets the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	As students will have become more competent, confident and expert in their essential knowledge and techniques they will be expected to apply them in a range of situations.  They will develop a deeper understanding of the application of the essential rules of the activities they have taken part in during previous years, and they will learn the essential rules of new activities.  An increasing level of independence will characterise all KS4 lessons.  In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:  Rules Formal scoring systems in singles and doubles Alternate hitting in doubles  Tactics and strategies Disguised shots  Singles Move your opponent to widest spaces Bring opponent to the net before a smash Send opponent away from the table before drop shot  Doubles Return to the hitter to create congestion between opponents. Vacate the space quickly after hitting your shot	Formative assessment  During each of the Table Tennis lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of Table Tennis and their application of the essential knowledge will be assessed against given criteria	In KS4 students experience of PE becomes more focused, as they are able to pursue the activities they are more likely to continue with throughout life.  They select activities that motivate them to participate in PE and physical activity.  Throughout KS4 our emphasis shifts away from the development of physical competence and over to ensuring sustained physical activity. The promotion of this as part of a healthy lifestyle is a priority.  The emphasis within lessons shifts towards strategic and tactical application of essential knowledge within a range of conditioned games. This leads to the full format of competitive sports being experienced by students.  Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.
HT1 HT2 HT3 HT4	Students will develop knowledge through a series of lessons focusing on: Badminton	Badminton meets the following aspects of the national curriculum	As students will have become more competent, confident and expert in their essential knowledge and techniques they will be expected to apply them in a range of situations.	Formative assessment  During each of the Badminton lessons within the	In KS4 students experience of PE becomes more focused, as they are able to pursue the activities they are more likely to continue with throughout life.

		Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	They will develop a deeper understanding of the application of the essential rules of the activities they have taken part in during previous years, and they will learn the essential rules of new activities.  An increasing level of independence will characterise all KS4 lessons.  In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:  Rules Formal scoring systems  Tactics and strategies. Singles – push opponents to the front and back causing them to lift the shuttle so it can be attacked. Disguise serve/shots - attempt the sliced smash to drop shuttle closer to the net. Bring opponent to the net to hit the shuttle to the back forcing opponent to be off balance which will set you up for the next attacking shot. Aiming for the body, if all areas of the court is covered Exploit backhand space both long and short. Use serves to put opponents under pressure to set up for the next attack.  Doubles Short serve followed to the net to attack any miss placed returns. Front and back on attacking play if the shuttle they receive forces smash, so player at the front can intercept a poor return Side to side in defensive play when receiving shot Exploit weaker opponent – target space or aim at players torso Use full width of doubles space, aim for wide spots by net. Mixed team getting female to cover the net on serves	sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of Badminton and their application of the essential knowledge will be assessed against given criteria	They select activities that motivate them to participate in PE and physical activity.  Throughout KS4 our emphasis shifts away from the development of physical competence and over to ensuring sustained physical activity. The promotion of this as part of a healthy lifestyle is a priority.  The emphasis within lessons shifts towards strategic and tactical application of essential knowledge within a range of conditioned games. This leads to the full format of competitive sports being experienced by students.  Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life. In KS4 students experience of
HT1 HT2 HT3 HT4	Students will develop knowledge through a series of lessons focusing on: Dodgeball	Dodgeball meets the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to	As students will have become more competent, confident and expert in their essential knowledge and techniques they will be expected to apply them in a range of situations.  They will develop a deeper understanding of the application of the essential rules of the activities they have taken part in during previous years, and they will learn the essential rules of new activities.  An increasing level of independence will characterise all KS4 lessons.  In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:  Rules  Double hit  Adapted rules for conditioned games	Formative assessment  During each of the Dodgeball lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point	PE becomes more focused, as they are able to pursue the activities they are more likely to continue with throughout life.  They select activities that motivate them to participate in PE and physical activity.  Throughout KS4 our emphasis shifts away from the development of physical competence and over to ensuring sustained physical activity. The promotion of this as part of a healthy lifestyle is a priority.

П				c	The control of the co
		previous ones and		Summative	The emphasis within lessons
		demonstrate	Tactics and strategies	assessment	shifts towards strategic and
		improvement to	Synchronised attacking		tactical application of essential
		achieve their	Attack the strongest player	Students will	knowledge within a range of
		personal best	fastest runners to start the game	engage in a	conditioned games. This leads
			Angles of attack	competitive game	to the full format of
		This enables	move to the line before attacking throw	of Dodgeball and	competitive sports being
		students to:		their application	experienced by students.
			Benchball/dodgeball	of the essential	
		Take part in	Hoop game	knowledge will be	Engagement, motivation and
		competitive sports	Last man standing	assessed against	enjoyment of physical activity
		and activities	King	given criteria	are objectives as we aim to
		outside school	6	Biren entend	produce young people who will
		through community			remain physically active
		links or sports clubs			throughout life.
		liliks of sports clubs			_
		Tanada mare de de c	A students will be a because an analysis of the Colorest and the Colorest	Famasakka	In KS4 students experience of
		Tennis meets the	As students will have become more competent, confident and expert in their	Formative .	PE becomes more focused, as
		following aspects of	essential knowledge and techniques they will be expected to apply them in a range of	assessment	they are able to pursue the
		the national	situations.		activities they are more likely
		curriculum		During each of	to continue with throughout
			They will develop a deeper understanding of the application of the essential rules of	the Tennis lessons	life.
		Use a range of	the activities they have taken part in during previous years, and they will learn the	within the	
		tactics and	essential rules of new activities.	sequence,	They select activities that
		strategies to		students will be	motivate them to participate in
		overcome	An increasing level of independence will characterise all KS4 lessons.	provided with	PE and physical activity.
		opponents in direct		formative	
		competition	In addition to rehearsing the essential knowledge and techniques that they learned	assessment	Throughout KS4 our emphasis
		through team	throughout KS3, students will develop the following essential knowledge:	focusing on their	shifts away from the
		sports		application and	development of physical
	Students will		Rules	understanding of	competence and over to
		Analyse their	Formal scoring system	each essential	ensuring sustained physical
	develop knowledge	performances	Full serving rules	knowledge point	activity. The promotion of this
HT5	through a series of	compared to	Doubles rules and serve rotation		as part of a healthy lifestyle is a
нт6	lessons focusing on:	previous ones and		Summative	priority.
		demonstrate	Tactics and strategies	assessment	, , , , , , , , , , , , , , , , , , ,
	Tennis	improvement to	Singles	assessment	The emphasis within lessons
		achieve their	Serve and volley	Students will	shifts towards strategic and
		personal best	Bring the opponent to the net	engage in a	tactical application of essential
		personal best	Moving your opponent till they make a mistake- Percentage play	competitive game	knowledge within a range of
		This enables	Both players at the back – aim to keep ball beyond service line	of Tennis and	conditioned games. This leads
		students to:	One at the back one at the front -		to the full format of
		Students to.		their application	competitive sports being
		Taka nart :-	Both at the front	of the essential	
		Take part in	Service- Different spins, width, length and speed	knowledge will be	experienced by students.
		competitive sports	Return of serve	assessed against	F
		and activities		given criteria	Engagement, motivation and
		outside school	Doubles		enjoyment of physical activity
		through community	Both players at the net- Both players moving together depending on where the		are objectives as we aim to
		links or sports clubs	opponents are		produce young people who will
			Both players at the back – keeping the ball deep		

HT5 HT6	Students will develop knowledge through a series of lessons focusing on: Softball	Softball meets the following aspects of the national curriculum  Use a range of tactics and strategies to overcome opponents in direct competition through team sports  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  This enables students to:  Take part in competitive sports and activities outside school through community links or sports clubs	Hit ball through the middle Passing shots down the line Chip and charge Lobbing net player- when this occurs partners need to switch sides Communication between partners Covering the tramlines Poaching the net when getting the opportunity to do so  As students will have become more competent, confident and expert in their essential knowledge and techniques they will be expected to apply them in a range of situations.  They will develop a deeper understanding of the application of the essential rules of the activities they have taken part in during previous years, and they will learn the essential rules of new activities.  An increasing level of independence will characterise all KS4 lessons.  In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:  Rules Tagging  Tactics and strategies Bowling strategies – offside/onside – determining the hitting side. Stealing bases Positions and roles of all team players Teamwork as fielders i.e. Backstop and 1 <sup>st</sup> base combination. Cover fielding Batting placement to support teammates base running	Formative assessment  During each of the Softball lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point  Summative assessment  Students will engage in a competitive game of Softball their application of the essential knowledge will be assessed against given criteria	remain physically active throughout life.  In KS4 students experience of PE becomes more focused, as they are able to pursue the activities they are more likely to continue with throughout life.  They select activities that motivate them to participate in PE and physical activity.  Throughout KS4 our emphasis shifts away from the development of physical competence and over to ensuring sustained physical activity. The promotion of this as part of a healthy lifestyle is a priority.  The emphasis within lessons shifts towards strategic and tactical application of essential knowledge within a range of conditioned games. This leads to the full format of competitive sports being experienced by students.  Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.
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## **Year 10 Sports Coaching Principles (WJEC) & GCSE PE EDUQAS**

		NC/Specification			Rationale why this content is
	Content /Topic	Reference	Essential Knowledge/Skills	Assessment	taught in this year group at
		Reference			this point

					(Sequencing/progression of knowledge)
HT1	Students study a topic of work focusing on:  Unit 3 Coaching Principles  Knowledge of the skills and responsibilities of a sports coach.  Understand the coaching process  Be able to coach.  Review coaching performance.	Unit 3 Coaching Principles  TASK 1  Knowledge of the skills and responsibilities of a sports coach.  Understand the coaching process.  Be able to coach.  Review coaching performance.	Coaching Skills Communication (verbal and non-verbal), how they can affectively use in a coaching session.  organisation (before, during and after coaching session), why it is so important when delivering affective session.  Adaptability, Flexibility, empowerment, Knowledge of subject & Analytical skills  Responsibilities of a coach - Health and safety, Risk assessment, Safeguarding facilities, equipment,  Professional conduct – rules/laws of the game to keep them safe. Correct dress and use of language  Meeting the needs of the participants - Age, Gender, Ability, Experience, and how you must adapt the coaching sessions depending on the participants.  Stages of a coaching session – pulse raiser, mobility, stretching, dynamic movements, skill rehearsal, conditioned practice, cool down, wet weather alternative.	Formative assessments will take place every lesson. They will take the form of questioning, recall tasks and assessment of application of essential knowledge.  Summative Assessment will be cumulative and will test the understanding of essential knowledge at the end of each unit.  Students will complete written pieces that will form part of their coursework.	This knowledge builds on students learning within PE lessons in KS3. The range of sports learning programmes provide a basis for the development of coaching knowledge. Experience could be students have to plan and deliver warmups or skill sessions in various KS3 lessons.  Unit 3 is the practical element of the course and should be completed by the end of October, some of these lessons will be completed in the practical lessons. The theorybased side reinforces the skills a coach needs to deliver a good coaching session.  All this essential knowledge is included in KS5 It is developed in greater depth in KS5 lessons with regards to the coaching part of the Btec extended sports studies course.
HT2	Students study a topic of work focusing on:  Coaching Principles  Knowledge of the skills and responsibilities of a sports coach.  Understand the coaching process.  Be able to coach.	Unit 3 Coaching Principles  TASK 2  Knowledge of the skills and responsibilities of a sports coach.  Understand the coaching process.  Be able to coach.  Review coaching performance.	Planning a coaching session - Brining it all together - Designing a coaching program  Delivery of a coaching session (Demonstration) - Practical recording of coaching delivery TASK 3 = ongoing in practical session up to HT5  reviewing your coaching session  Aims and objectives of session.  Impact on the participants  The coaches performance and meeting the demands of the participants.	Formative assessments will take place every lesson. They will take the form of questioning, recall tasks and assessment of application of essential knowledge.  Summative Assessment will be cumulative and will test the understanding of	This knowledge builds on students learning within PE lessons in KS3. Examples in KS3 would be students running their own warm up or skills throughout various sports across KS3  Unit 3 of the coursework is taught after Unit 2 which enables the students to put prior knowledge gained from Unit 2 into practice.  Unit 3 is the practical element of the course and should be completed by the end of

	Review coaching performance.	TASK 3		essential knowledge at the end of each unit.  Students will complete written pieces that will bring this knowledge together	October, some of these lessons will be completed in the practical lessons. The theorybased side reinforces the skills a coach needs to deliver a good coaching session.  All this essential knowledge is included in the A Level PE course. It is developed in greater depth in KS5 when A level students are planning their own integrate training sessions.
нтз & нт4	Students study a topic of work focusing on:  Improving Sporting Performance  Understand factors affecting sporting performance.	Unit 2 Improving Sporting performance  TASK 1 Factors that affecting sporting performance.  Physiological factors affecting performance in sport.  Psychological factors affecting performance in sport.  Technical factors affecting performance in sport.	Health related Components of fitness – cardiovascular endurance, muscular endurance, strength, stamina and flexibility  Skill related components of fitness - speed, agility, power, co-ordination, balance and co-ordination  Components of Lifestyle Choices – how the following affects performance - nutrition, sleep, recovery, BMI, Illness  Motivation – Intrinsic and extrinsic motivation and its effects on performance  Anxiety, Somatic & Cognitive and its effects on performance in sport  Techniques, Tactics/Strategies – Real time analysis, video analysis statistical and notational analysis	Formative assessments will take place every lesson. They will take the form of questioning, recall tasks and assessment of application of essential knowledge.  Summative Assessment will be cumulative and will test the understanding of essential knowledge at the end of each unit.  Students will complete written pieces that will bring this knowledge together	This knowledge builds on students learning within PE lessons in KS3. Examples in KS3 would be students having fitness lessons relating to components of fitness, the staff offering extrinsic rewards such as achievement point to motivate effort in lessons.  Completion of video recording and controlled assessment will conclude Unit 3  This leads onto UNIT 2 which is the theory behind the coaching principles. This makes the students realise why participants of a coaching session react, interact in progress the way they do.  They will put into practice the theory they learnt into the practical experience they got from coaching.  All this essential knowledge is included in the Btec extended course. It is developed in greater depth in KS5 when Btec

					students learning about types
					of fitness and linking A & P to improving performance
				Summative Assessment will be cumulative and will test the understanding of essential knowledge at the end of each unit.	Reasoning for returning to Unit 3 is due to the fact it will take several months for all participants to complete their coaching session that must be filmed and edited ready to send off to exam board.
нт5		Completion of Unit 3 Task 4	Practical recording of coaching delivery Task 3  Review and Evaluation of coaching session. Looking at coaches feedback, participants feedback, video analysis feedback, self-assessment and offering suggestions for improvement. (Task 4)	Students will complete written pieces that will bring this knowledge together once they have analysed their	Once the video is ready for viewing the students must complete task 4 by evaluating their own performance and offer suggestion for improvement.  This will be done ready to send
				video of their coaching session	of Unit 3 to the exam board.  Analysing performance strategies will provide a sound platform for Btec students to build on when they have review performances during lessons and coursework tasks
		Unit 2 Improving Sporting	Health testing – PARQ, BMI, Heart rate monitors Spirometer	Formative assessments will	This knowledge builds on students learning within PE
		performance	Practical fitness testing – Multistage Fitness test, vertical jump test, hand grip dynamometer, Illinois test, sprint tests	take place every lesson. They will	lessons in KS3. Examples in KS3 would be teachers giving
	Students study a topic of work focusing on:	TASK 2 Analysis of sporting performance.	Lifestyle Choices – how to monitor training through - training diary, nutrition diary & BMI  Psychological Questionnaires - Sport competition anxiety test (SCAT) and the	take the form of questioning, recall tasks and assessment of application of	feedback in Real time and explaining about it is OK to feel nervous in a gymnastic lesson if they have never used the large apparatus for flight before.
<mark>НТ6</mark>	Improving Sporting Performance	Learners will need	competitive state anxiety inventory (CSAI-2)	essential knowledge.	apparatus for flight before.
	Understand how to measure sporting performance.	to recognize strengths and weaknesses of the tests including reliability and validity.	Sporting behavior observations – Behavioral Real time and video analysis  Technical & Tactical Notational analysis, Observational analysis, Video analysis	Summative Assessment will be cumulative and will test the understanding of essential	Students realise to further progress their participants they need to monitor the effect of training through various testing and monitoring procedures. This means they have to recall previous
		Psychological procedures used to		knowledge at the end of each unit.	coaching experiences when

measure sporting		explaining their proposed
performance.	Students will	monitoring procedures.
	complete written	
<b>T</b> echnical	pieces that will	All this essential knowledge is
procedures used to	bring this	included in the Btec extended
measure sporting	knowledge	sports studies course. It is
performance	together	developed in greater depth in
		KS5 when Btec students
		learning about different
		analysis techniques.

## **Year 11 Sports Coaching Principles**

	Content /Topic	NC/Specification Reference	Essential Knowledge/Skills	Assessment	Rationale why this content is taught in this year group at this point (Sequencing/progression of knowledge)
	Students study a	Unit 2 Improving	Training program planning – methods of training, principles of training, interval,	Formative	This knowledge builds on
	topic of work focusing on:	Sporting performance	continuous training. Targeting components of fitness	assessments will take place every	students learning within PE lessons in KS3. Examples in KS3
		performance	Nutritional plan – Carbo-loading. Protein after high intensity exercise, energy balance	lesson. They will	fitness lesson explaining about
	Improving Sporting Performance	TASK 3	Recovery Methods – cool down, ice baths, massage. Sports drinks	take the form of questioning,	the energy balance and BMI
		Strategies for		recall tasks and	
	Understand how to	improving sporting	Psychology strategies – imagery - mental rehearsal, self-talk, goal setting	assessment of	Students need to build on their
	improve	performance	Feedback – intrinsic, extrinsic, knowledge of results and knowledge of performance	application of essential	knowledge of monitoring progress to identifying
	sporting performance		reeuback - Intrinsic, extrinsic, knowledge of results and knowledge of performance	knowledge.	weakness in performance and
	periormance		Biomechanical analysis using technical and tactical using real time, video and	o o	have to then construct
		Strategies to	statistical analysis	Summative	appropriate training programs
LITA		improve		Assessment will	to improve on the weakness
HT1		Physiological performance.		be cumulative and will test the	identified through testing and monitoring.
		performance.		understanding of	monitoring.
		Strategies to		essential	All this essential knowledge is
		improve		knowledge at the	included in the Btec Extended
		psychological		end of each unit.	Sports studies course. It is
		performance.		Students will	developed in greater depth in KS5 when Btec students
		Strategies to		complete written	learning about recovery
		improve technical		pieces that will	methods relating it to EPOC
		performance.		bring this	and carbo-loading.
				knowledge together	
				topether	

HT2	Students study a topic of work focusing on: Improving Sporting Performance Be able to review options for improvements in sporting performance.	Unit 2 Improving Sporting performance  TASK 4 Strategies for analysing sporting performance  Analyse and review the performance data.  Review options for improvement in performance	SWOT analysis - strengths, weaknesses, opportunities and threats in as a way to analyses their training program  Review – summaries the different strategies available to improving performance and offer suggestions for further improvement.  Goal Setting – SMART, short-term goal, long term targets	Formative assessments will take place every lesson. They will take the form of questioning, recall tasks and assessment of application of essential knowledge.  Summative Assessment will be cumulative and will test the understanding of essential knowledge at the end of each unit.  Students will complete written pieces that will bring this knowledge together	This knowledge builds on students learning within PE lessons in KS3. Examples in KS3 could be analysing a gymnastics sequence or dance routine and offering suggestions for improvement.  The students need to analysis their training programs and review their effectiveness.  They need to bring it all together and offer further suggestions for improvement.  All this essential knowledge is included in the A Level PE course. It is developed in greater depth in KS5 Btec students have to analyse performance and offer further suggestions for improvement with regards to physical based training programs.
нтз	Students study a topic of work focusing on: Skeletal System Muscular System	Unit 1 Fitness for Sport	Location of bones on Skelton – naming the different bones in the body e.g., femur, tibia, fibula, tarsals meta-tarsals, radius, ulna, humerus, carpals, meta-carpels phalanges, vertebrae, scapula, clavicle and cranium  Functions of the skeleton and bone classification – Functions of the skeletal system: movement, support, protection and production of blood cells. Flat bones such as scapula, cranium and ribs for protection.  Synovial joints synovial - ball and socket = hip & shoulder. Hinge = elbow, knee Types of movement at different joints including flexion, extension, adduction, abduction, circumduction, rotation.  Muscles – Names of major muscles such as biceps, triceps, deltoid, pectorals, latissimus dorsi, gluteals, quadriceps, hamstrings, gastrocnemius. Links of major muscles to types of movement at different joints including flexion, extension, adduction, abduction, circumduction, rotation.  Muscle fibres – slow/fast type I, type II.	Formative assessments will take place every lesson. They will take the form of questioning, recall tasks and assessment of application of essential knowledge.  Summative Assessment will be cumulative and will test the understanding of essential knowledge at the end of each unit.	This knowledge builds on students learning from science and PE lessons in KS3. The Fitness learning programme provides a basis for this information. Examples of this would be naming muscles in fitness lessons and identifying muscles when warming up in lessons throughout KS3  Muscles bones and movement is foundation knowledge that will be built upon in future units of work.

			Characteristics and their function within a variety of sports and aerobic and anaerobic exercise. The function of ligaments and tendons.  Muscle contractions - The structure of the muscular system – types of muscles: smooth, cardiac, skeletal, involuntary, and voluntary agonist and antagonist, Links of major muscles to types of muscle contractions (concentric, eccentric and isometric).	Students will complete written pieces (BIAT)	All this essential knowledge is included in KS5 and therefore provides knowledge that will be further developed when students' progress to KS5. It is developed in greater depth in KS5 with regards anatomy and physiology and movement analysis.
нт4	Students study a topic of work focusing on: Cardiovascular system	Unit 1 Fitness for Sport	Intro to the cardiovascular system and its importance in sport and its effects on exercise  Structure of the cardiovascular system - heart, blood, veins, arteries & capillaries. The process of how blood is transported around the body.  Function of the cardiovascular system - aerobic capacity. What factors allow athletes to work harder for longer.  Blood Flow - systolic and diastolic, double circulation - double pump, pathway of blood to allow gaseous exchange.  Cardiac valves - training zones, aerobic and anaerobic, linked to heart rate, HR monitors.  Structure of the respiratory system - Bronchus, bronchioles, alveoli, ribs, diaphragm. Pressure differences to allow the mechanisms of breathing.  Function of the respiratory system - VO2 Max, oxygen debt, recovery during and after exercise. Measurement of how athletes can cope aerobically.	Formative assessments will take place every lesson. They will take the form of questioning, recall tasks and assessment of application of essential knowledge.  Summative Assessment will be cumulative and will test the understanding of essential knowledge at the end of each unit.  Students will complete written pieces that will bring this knowledge together	This knowledge builds on students learning from science and PE lessons in KS3. The Fitness learning programme provides a basis for this information. Biology lessons will deliver basic knowledge they can build on in GCSE and SCP lessons  The cardiorespiratory system is covered after muscles and movement because the course explores what happens to the body when it responds to movement and exercise.  All this essential knowledge is included in KS5. It is developed in greater depth in KS5 with regards to training zones, energy systems and short-term response to exercise.
нтѕ	Students study a topic of work focusing on: Energy systems Types of fitness / training	Unit 1 Fitness for Sport	Aerobic/ anaerobic training – types of training and adaptations to training. How the body changes over time in response to prolonged exercise – hypertrophy of muscles and heart.  The 3 energy systems – ATP – PC system, Lactic acid system & Aerobic system and how it changes due to intensity and duration.  S/L term response to exercise – increase in heart rate, breathing rate, Lactic acid sweat, temperature – over a prolonged period of time leads into Hypertrophy and increase in VO2 Max	Formative assessments will take place every lesson. They will take the form of questioning, recall tasks and assessment of application of essential knowledge.	This knowledge builds on students learning from science and PE lessons in KS3. The Fitness learning programme provides a basis for this information. Examples of this are in fitness lessons when looking at heart rate response to exercise and the Perceived exertion scale. Components of skill and fitness are constantly

			Health related Components of fitness – cardiovascular endurance, muscular		referred to across all KS 3
			endurance, strength, stamina and their importance in physical activity	Summative	lessons during Q & A when staff
			p. 1. 1. p. p. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	Assessment will	highlight different components
			Skill related components of fitness - speed, agility, power, co-ordination, balance and	be cumulative	needed in different sports and
			their importance in physical activity.	and will test the	positions.
				understanding of	'
				essential	Energy system is the natural
				knowledge at the	progression to move onto after
				end of each unit.	the cardiorespiratory system
					as this is the basis for intensity
				Students will	of exercise.
				complete written	of exercise.
				pieces to bring	This naturally leads into
				this knowledge	components of fitness
				together (BIAT)	components of neness
					All this essential knowledge is
					included in the Btec Extended
					Sports studies course. It is
					developed in greater depth in
					KS5. Examples of this would be
					looking at the energy systems
					in great depth and their
					interaction with fuel usage. This
					in-turn has an effect on the
					components of fitness during
			CAAART Towards Hand to sugar out Conductions	Farmativa	sport.
			SMART Targets Used to support Goal setting— Specific, Measurable, Achievable, Realistic, Time-phased. How they are used to	Formative assessments will	This knowledge builds on students learning from science
			motivate performance in sport	take place every	and PE lessons in KS3. The
			motivate performance in sport	lesson. They will	Fitness learning programme
			Designing training programmes	take the form of	provides a basis for this
			Students to design a training programme following the principles of training	questioning,	information. Examples of KS3
			S-Specificity P-Progression O-Overload V-Variance	recall tasks and	lessons would be designing a
			Develop Progressive Overload- By following Frequency, intensity and Duration	assessment of	fitness training session for you
	Students study a		2 2 2 7 20 2222 2 7 2222 2 7 2222 2 7 2 2 2 2	application of	to improve a component of
	topic of work		Brining it all together – Reviewing links between Muscle, Bone, Movement, fitness	essential	fitness using the FIT principle.
HT5	focusing on:	Unit 1 Fitness for Sport	testing, training and adaptations to training retaliating it to intensity and duration of exercise	knowledge.	Frequency, Intensity or time.
	Training			Summative	Finally concluding with
	programmes			Assessment will	Personal setting of smart
				be cumulative	targets after analysis of fitness
				and will test the	test results linking to methods
				understanding of	of training using 041 the FIT
				essential	principles of overload.
				knowledge at the	· · · ·
	1			end of each unit.	All this essential knowledge is

		complete written pieces that will over form part of their the	greater depth in KS5 lessons th regards to training, erload using FIT principle and e adaptations that happen rough training.
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### **YEAR 12**

	Content /Topic	NC/Specification Reference	Essential Knowledge/Skills	Assessment	Rationale why this content is taught in this year group at this point (Sequencing/progression of knowledge)
HT1	Healthy Lifestyles Skeletal System		UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING  Exercise/physical activity: physical (strengthens bones, improves posture, improves body shape), reduces risk of chronic diseases (CHD, cancer, type 2 diabetes), psychological (relieves stress, reduces depression, improves mood), social (improves social skills, enhances self-esteem), economic (reduces costs to National Health Service, reduces absenteeism from work).  Balanced diet: eat well plate (food groups), benefits of a healthy diet (improved immune function, maintenance of body weight, reduces risk of chronic diseases – diabetes, osteoporosis, hypertension, high cholesterol), fluid intake requirements (moderation of caffeine intake), strategies for improving dietary intake (timing of meals, eating less/more of certain food groups, five a day, reducing salt intake, healthy alternatives).  Positive risk-taking activities: participation in outdoor and adventurous activities, endorphin release, improved confidence.  Government recommendations/guidelines: UK Government recommendations (physical activity, alcohol, healthy eating).	Formative assessment  During all lessons within the sequence, students will be provided with formative assessments focusing on their application and understanding of each essential knowledge point. This may be through questioning or written feedback.  Summative assessment	
		A2 Negative lifestyle factors and their effects on health and well-being  Understand the factors contributing to an unhealthy lifestyle.  Smoking: health risks associated with smoking (CHD, cancer, lung disease, bronchitis, infertility).  Alcohol: health risks associated with excessive alcohol consumption (stroke, cirrhosis, hypertension, depression).	Cumulative end of unit tests will provide summative assessments to determine the understanding of essential		

Stress: health risks associated with excessive stress (hypertension, angina, stroke, knowledge of heart attack, stomach ulcers, depression). students Sleep: problems associated with lack of sleep (depression, overeating). Sedentary lifestyle: health risks associated with inactivity. A The effects of exercise and sports performance on the skeletal system A1 Structure of skeletal system Understand how the bones of the skeleton are used in sporting techniques and actions. Major bones to include cranium, clavicle, ribs, sternum, scapula, humerus, radius, ulna, carpals, metacarpals, phalanges, pelvis, vertebral column (cervical, thoracic, lumbar, sacrum, coccyx), femur, patella, tibia, fibula, tarsals, metatarsals. Type of bone – long, short, flat, sesamoid, irregular. Areas of the skeleton to include axial skeleton, appendicular skeleton, spine, curves of the spine, neutral spine alignment, postural deviations (kyphosis, scoliosis). Process of bone growth – osteoblasts, osteoclasts, epiphyseal plate. A2 Function of skeletal system Understand how the functions of the skeleton and bone types are used in sporting actions and exercise. • Functions of the skeleton when performing sporting techniques and actions: supporting framework protection attachment for skeletal muscle source of blood cell production store of minerals leverage weight bearing reduce friction across a joint. • Main functions of different bone types when performing sporting techniques and actions: long bones – provides leverage, red blood cell production short bones – weight bearing flat bones – protection sesamoid bones – reduce friction across a joint. A3 Joints Understand how joints of the upper and lower skeleton are used in sporting techniques and actions. Joints of the upper skeleton (shoulder, elbow, wrist, cervical and thoracic vertebrae). Joints of the lower skeleton (hip, knee, ankle, lumbar, sacrum, coccygeal vertebrae).

Classification of joints – fibrous (fixed), cartilaginous (slightly moveable), synovial (freely moveable).  Types of synovial joints (ball and socket, condyloid, gliding, saddle, hinge, pivot).  The bones forming the following joints (shoulder, elbow, wrist, hip, knee, ankle, and their use in sporting techniques and actions).  Structure and function of components of synovial joints and their use in sporting techniques and actions (joint capsule, bursa, articular cartilage, synovial membrane, synovial fluid, ligaments).  Range of movement at synovial joints due to shape of articulating bones and use in sporting actions (flexion, extension, dorsiflexion, plantaffexion, lateral flexion, horizontal flexion and horizontal extension, dorsiflexion, plantaffexion, lateral flexion, horizontal abduction and horizontal extension, dorseventesion, abduction, adduction, horizontal abduction and adduction, rotation, circumduction).  A4 Responses of the skeletal system to a single sport or exercise session Simulated increase of mineral uptake in bones due to weight-bearing exercise.  A5 Adaptations of the skeletal system to exercise  The impact of long-term effects of exercise on sports performance.  Skeletal adaptations – increased bone strength, increased ligament strength.  A6 Additional factors affecting the skeletal system  Understand the impact of the skeletal system on exercise and sports performance and the impact of exercise and sports performance on the skeletal system.  Skeletal disease – arthritis, osteoporosis, and the effect of exercise in offsetting these conditions.  Age – young children and resistance training issues stunting bone growth.	
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A2 Negative lifestyle factors and their effects on health and Formative	
Az Negative mestyle factors and their effects on fledith and the services the services of the	
well-being assessment	
During all lessons	
Understand the factors contributing to an unhealthy lifestyle.  within the	
sequence,	
1. Smoking: health risks associated with smoking (CHD, cancer, lung disease, students will be HT2 is where healthy ar	hy and
hronchitis infertility)	,
Unnealtry Lifestyles 2 Alcohol: health risks associated with excessive alcohol consumption (stroke   formative   compared and consider	
Screening processes cirrhosis, hypertension, depression).  Screening processes cirrhosis, hypertension, depression).  This allows us to build t	
for training  3 Stress: health risks associated with excessive stress (hypertension, angina focusing on their preparing for training up	
HT2 Muscular system stroke, heart attack, stomach ulcers, depression).	
Cardiovascular  4. Sleep: problems associated with lack of sleep (depression, overeating). understanding of The muscular system as	
system  5. Sedentary lifestyle: health risks associated with inactivity.  each essential it combines with the ski	
knowledge point. system to produce mov	
This may be is now considered too	
B Understand the screening processes for training through	
programming questioning or	
written feedback.	
B1 Screening Processes	
Summative	
assessment	

Be able to interpret the lifestyle of a selected individual using appropriate screening documentation and know when to refer the individual to a doctor.

- Screening questionnaires: lifestyle questionnaires, physical activity readiness questionnaires (PAR-Q).
- Legal considerations: informed consent form, data protection, client confidentiality.

### **B2** Health monitoring tests

Be able to interpret health monitoring results of a selected individual using normative data and make appropriate recommendations.

- Blood pressure.
- 2. Resting heart rate.
- 3. Body mass index (BMI).
- 4. Waist to hip ratio.

### B3 Interpreting the results of health monitoring tests

Be able to interpret health monitoring data against health norms and make judgements.

<u>Interpret results against normative data</u>: compare and make judgements against population norms, norms for sports performers, norms for elite athletes, accepted health ranges.

# B The effects of exercise and sports performance on the muscular system

### B1 Characteristics and functions of different types of muscles

Understand different types of muscles and their use in sport.

Cardiac – non-fatiguing, involuntary.

Skeletal – fatiguing, voluntary.

Smooth – involuntary, slow contraction.

### B2 Major skeletal muscles of the muscular system

Major skeletal muscles and their combined use in a range of sporting actions.

Deltoids, biceps, triceps, wrist flexors, wrist extensors, supinators and pronators, pectorals, abdominals, obliques, quadriceps, hip flexors, tibialis anterior, erector spinae, trapezius, latissimus dorsi, gluteals, hamstrings, gastrocnemius, soleus.

### **B3** Antagonistic muscle pairs

Movement of muscles in antagonistic pairs and their use in a variety of sporting actions.

Agonist.

Antagonist.

Cumulative end of unit tests will provide summative assessments to determine the understanding of essential knowledge of students

			<del>_</del>	
		Synergist.		
		Fixator.		
		B4 Types of skeletal muscle contraction		
		Understand skeletal muscle contraction in different sporting actions.		
		Isometric.		
		Concentric.		
		Eccentric.		
		B5 Fibre types		
		Understand fibre type recruitment during exercise and sports performance.		
		Characteristics of each muscle fibre type:		
		type I		
		type lla		
		type lix.		
		Nervous control of muscle contraction (all or none law).		
		B6 Responses of the muscular system to a single sport or exercise session		
		Increased blood supply.		
		Increased muscle temperature.		
		Increased muscle pliability.		
		Lactate (high-intensity exercise).		
		Microtears (resistance exercise).		
		B7 Adaptations of the muscular system to exercise		
		The impact of adaptation of the system on exercise and sports performance.		
		Hypertrophy.		
		Increased tendon strength.		
		Increase in myoglobin stores.		
		Increase in number and size of mitochondria.		
		Increase in storage of glycogen.		
		Increase in storage of fat.		
		Increased tolerance to lactate.		
		DO Additional factors officialize the successful successful		
		B8 Additional factors affecting the muscular system		
		Understand additional factors affecting the muscular system and their impact on		
		exercise and sports performance.		
		Age – effect of the aging process on loss of muscle mass.		
		Cramp – involuntary sustained skeletal muscle contraction.		
штэ	Nutrition		Formative	Nutrition is looked at in more
НТ3		C Understand programme-related nutritional needs	Formative	
	Respiratory System		assessment	detail here as students get a
	Cardiovascular	04.00		deeper understanding of how it
	system	C1 Common terminology	During all lessons	links to training and fitness.
			within the	
		Understand common nutritional terminology.	sequence,	Respiratory and cardiovascular
			students will be	systems are now considered as
		1. Recommended daily allowance (RDA), energy measures (calories, joules,	provided with	they combine to ensure energy
		kilocalories, kilojoules).	formative	can be produced from the
	1		1	Tank and produced from the

Energy balance: basal metabolism, age, gender, climate, physical activity, assessments nutrition by combining it with calories used in different activities (intensity and length of time). focusing on their oxygen. application and understanding of C2 Components of a balanced diet each essential Understand the requirements of a balanced diet. knowledge point. This may be 1. <u>Macronutrients</u> (carbohydrates, fats, protein), sources of food for each through macronutrient, quantities. questioning or 2. Micronutrients (vitamins A, B, C and D, minerals calcium, iron), sources of written feedback. food for each micronutrient, quantities. 3. <u>Hydration</u> (different requirements of fluid intake: climate, levels of exercise, Summative programme type, time of year). assessment 4. The effects on performance of dehydration and hyperhydration and the signs and symptoms of each. Cumulative end of unit tests will C3 Nutritional strategies for individuals taking part in training programmes provide summative 1. Understand different strategies used on an individual basis by: assessments to a. adapting diet to gain or lose weight. determine the understanding of 2. Understand the use of ergogenic aids used in training programmes including essential positive and negative effects, and recommended timings: knowledge of a. energy gels and bars students b. protein drinks c. carbohydrate loading. 3. Understand the use of sports drinks for different types of training requirements including recommended timings and amounts: a. isotonic b. <u>hypertonic</u> c. hypotonic. C The effects of exercise and sports performance on the respiratory system C1 Structure of the respiratory system Structure of the respiratory system (nasal cavity, epiglottis, pharynx, larynx, trachea, bronchus, bronchioles, lungs, alveoli, diaphragm, thoracic cavity). Intercostal muscles (external and internal). **C2** Function Understand the function of the respiratory system in response to exercise and sports Mechanisms of breathing (inspiration and expiration) at rest and during exercise. Gaseous exchange.

### C3 Lung volumes

Understand the lung volumes and the changes that occur in response to exercise and sports performance.

Tidal volume.

Vital capacity.

Residual volume.

Total lung volume.

Pulmonary ventilation (VE).

### C4 Control of breathing

Understand how breathing rate is controlled in response to exercise and sports performance.

Neural (medulla oblongata as the respiratory centre in the brain).

Chemical (chemoreceptors detect change in blood carbon dioxide concentrations and changes in pH).

### C5 Responses of the respiratory system to a single sport or exercise session

Increase in breathing rate.

Increased tidal volume.

### C6 Adaptations of the respiratory system to exercise

The impact of adaptation of the system on exercise and sports performance.

Increased vital capacity.

Increased strength of the respiratory muscles.

Increase in oxygen and carbon dioxide diffusion rate.

### C7 Additional factors affecting the respiratory system

Understand additional factors affecting the respiratory system and their impact on exercise and sports performance.

Asthma.

Effects of altitude/partial pressure on the respiratory system.

### D The effects of sport and exercise performance on the cardiovascular system

D1 Structure of the cardiovascular system

Structure of the cardiovascular system – atria, ventricles, bicuspid valve, tricuspid valve, semi-lunar valves, septum, major blood vessels (aorta, vena cava, pulmonary artery, pulmonary vein), coronary arteries.

Structure of blood vessels – arteries, arterioles, veins, venuoles, capillaries.

Composition of blood – red blood cells, plasma, white blood cells, platelets.

### D2 Function of the cardiovascular system

Understand the function of the cardiovascular system in response to exercise and sports performance.

Delivery of oxygen and nutrients.

Removal of waste products – carbon dioxide and lactate.

Thermoregulation – vasoconstriction, vasodilation of blood vessels.

Fight infection.

Clot blood.

				<del>-</del>
		D3 Nervous control of the cardiac cycle Understand the control of the cardiac cycle and how it changes during exercise and sports performance. Sinoatrial node (SAN). Atrioventricular node (AVN). Bundle of His. Purkinje fibres. Effect of the sympathetic and parasympathetic nervous system.  D4 Responses of the cardiovascular system to a single sport or exercise session Anticipatory increase in heart rate prior to exercise. Increased heart rate. Increased cardiac output. Increased blood pressure. Redirection of blood flow.  D5 Adaptations of the cardiovascular system to exercise The impact of adaptation of the system on exercise and sports performance. Cardiac hypertrophy. Increase in resting and exercising stroke volume. Decrease in resting heart rate. Capillarisation of skeletal muscle and alveoli. Reduction in resting blood pressure. Decreased heart rate recovery time. Increase in blood volume.  D6 Additional factors affecting the cardiovascular system Understand additional factors affecting the cardiovascular system and their impact on exercise and sports performance. Sudden arrhythmic death syndrome (SADS).		
		High blood pressure/low blood pressure.		
		Hyperthermia/hypothermia.		
НТ4	Training methods Types of Fitness  Effects of exercise on cardiovascular and respiratory sys	D Examine training methods for different components of fitness  D1 Components of fitness to be trained  1. Physical fitness – understand the components of physical fitness and the application of each component in a fitness training context.  a. Aerobic endurance: the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity.  b. Strength: the maximum force (in kg or N) that can be generated by a muscle or muscle group.  c. Muscular endurance: the ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.	Formative assessment  During all lessons within the sequence, students will be provided with formative assessments focusing on their application and understanding of each essential knowledge point. This may be through	Students now consider the elements they will use to produce a training programme for fitness.  Types of fitness and types of training and how they affect the body systems that they have already studied

d.	Flexibility: having an adequate range of motion in all joints of the body,
	the ability to move a joint fluidly through its complete range of
	movement.

- e. **Speed**: the ability to move the whole body quickly or move limbs rapidly.
- f. <u>Body composition</u>: the relative ratio of fat-to-fat-free mass (vital organs, muscle, bone) in the body.

#### D1.1 Skill-related fitness

Understand the components of skill-related fitness and the application of each component in a fitness training context.

- Agility: the ability of a sports performer to quickly and precisely move or change direction without losing balance or time.
- Balance: static and dynamic balance, the ability to maintain centre of mass over a base of support.
- Coordination: the ability to control movement of two or more body parts, smoothly and efficiently to perform a motor task.
- Reaction time: the time taken for a sports performer to respond to a stimulus and the initiation of their response.
- 5. **Power**: the ability to produce a maximal force in the shortest period of time possible.

### D2 Training methods for physical fitness-related components

- 1. **Appropriate training methods** to be included in the design of a training programme.
- Indoor and outdoor environments to be considered, with associated equipment, to allow for a variety of methods of exercising.
- Advantages and disadvantages of training methods to be considered when applied to a specific sport and exercise goal.

### D2.1 Aerobic endurance training methods

Aerobic endurance training methods and their application to a practical context.

- 1. Principles of aerobic training: training thresholds, percentage of heart rate max.
- 2. Types of aerobic endurance training methods:
  - a. <u>continuous training</u> training at a steady pace at moderate intensity for a minimum period of 30 minutes
  - b. <u>fartlek training</u> the intensity of training is varied by running at different speeds or over different terrains
  - c. <u>interval training</u> a work period followed by a rest or recovery period
  - d. <u>circuit training</u> different stations/exercises are used to develop aerobic endurance.
- 3. **Equipment** required for aerobic endurance training: gym-based, outdoor-based.

### D2.2 Muscular strength training methods

Muscular strength training methods and their application to a practical context.

- Principles when training for strength: repetitions and sets, rest periods between sets, low repetitions and high loads, order of exercises to prevent or maximise muscle fatigue.
- 2. Methods: pyramid sets.
- **Equipment**: free weights, fixed resistance machines.

questioning or written feedback.

### Summative assessment

Cumulative end of unit tests will provide summative assessments to determine the understanding of essential knowledge of students

PPE

### D2.3 Muscular endurance training methods

Muscular endurance training methods and their application to a practical context.

- Principles when training for endurance: repetitions and sets, rest periods between sets, high repetitions and low loads, order of exercises to prevent muscle fatigue.
- 2. **Methods**: circuit training, fixed resistance machines, free weights.
- 3. **Equipment**: free weights, fixed resistance machines, resistance bands/tubing.

### D2.4 Core stability training methods

Core stability training methods and their application in a practical context.

- Principles.
- 2. Methods: pilates, yoga, gym-based exercises (plank, bridge, V-sit).
- <u>Equipment</u>: free weights, fixed resistance machines, circuit training, kettle bell training, resistance bands/tubing, stability balls.

### D2.5 Flexibility training methods

Flexibility training methods and their application to a practical context.

- 1. **Principles of flexibility**: maintenance, developmental, pre-activity.
- 2. Static: active; passive.
- 3. **Dynamic**: proprioceptive neuromuscular facilitation (PNF) technique.
- 4. **Equipment**: towel, belt, band, mat, partner.

### D2.6 Speed training methods

Speed training methods and their application to a practical context.

- Principles of speed training: training thresholds, percentage of heart rate max, recovery period between sets:
  - a. hollow sprints
  - b. acceleration sprints
  - c. interval training
  - d. resistance drills hill runs, parachutes, sleds, bungee ropes.
- 2. **Equipment**: resistance bands/tubes, parachutes, bungee rope, resistance tyres.

### D3.4 Reaction time training methods

Reaction time training methods and their application in a practical context.

- 1. **Reaction drills** in response to an external stimulus.
- 2. **Equipment**: stopwatch, whistle, visual stimulus, auditory stimulus, reaction ball.

### D3.5 Power training methods

Power training methods and their application to a practical context.

- 1. Plyometrics: specific to the sport.
- 2. Equipment: ladders, cones, jump ropes, medicine ball, hurdles, benches.

# C The effects of exercise and sports performance on the respiratory system

### C1 Structure of the respiratory system

Structure of the respiratory system (nasal cavity, epiglottis, pharynx, larynx, trachea, bronchus, bronchioles, lungs, alveoli, diaphragm, thoracic cavity). Intercostal muscles (external and internal).

### **C2** Function

Understand the function of the respiratory system in response to exercise and sports performance.

Mechanisms of breathing (inspiration and expiration) at rest and during exercise. Gaseous exchange.

### C3 Lung volumes

Understand the lung volumes and the changes that occur in response to exercise and sports performance.

Tidal volume.

Vital capacity.

Residual volume.

Total lung volume.

Pulmonary ventilation (VE).

### C4 Control of breathing

Understand how breathing rate is controlled in response to exercise and sports performance.

Neural (medulla oblongata as the respiratory centre in the brain).

Chemical (chemoreceptors detect change in blood carbon dioxide concentrations and changes in pH).

### C5 Responses of the respiratory system to a single sport or exercise session

Increase in breathing rate.

Increased tidal volume.

### C6 Adaptations of the respiratory system to exercise

The impact of adaptation of the system on exercise and sports performance.

Increased vital capacity.

Increased strength of the respiratory muscles.

Increase in oxygen and carbon dioxide diffusion rate.

### C7 Additional factors affecting the respiratory system

Understand additional factors affecting the respiratory system and their impact on exercise and sports performance.

Asthma.

Effects of altitude/partial pressure on the respiratory system.

### D The effects of sport and exercise performance on the cardiovascular system

D1 Structure of the cardiovascular system

Structure of the cardiovascular system – atria, ventricles, bicuspid valve, tricuspid valve, semi-lunar valves, septum, major blood vessels (aorta, vena cava, pulmonary artery, pulmonary vein), coronary arteries.

Structure of blood vessels – arteries, arterioles, veins, venuoles, capillaries.

Composition of blood – red blood cells, plasma, white blood cells, platelets.

### D2 Function of the cardiovascular system

Understand the function of the cardiovascular system in response to exercise and sports performance.

Delivery of oxygen and nutrients.

Removal of waste products – carbon dioxide and lactate.

Thermoregulation – vasoconstriction, vasodilation of blood vessels.

Fight infection.

Clot blood.

### D3 Nervous control of the cardiac cycle

Understand the control of the cardiac cycle and how it changes during exercise and sports performance.

Sinoatrial node (SAN).

Atrioventricular node (AVN).

Bundle of His.

Purkinje fibres.

Effect of the sympathetic and parasympathetic nervous system.

### D4 Responses of the cardiovascular system to a single sport or exercise session

Anticipatory increase in heart rate prior to exercise.

Increased heart rate.

Increased cardiac output.

Increased blood pressure.

Redirection of blood flow.

### D5 Adaptations of the cardiovascular system to exercise

The impact of adaptation of the system on exercise and sports performance.

Cardiac hypertrophy.

Increase in resting and exercising stroke volume.

Decrease in resting heart rate.

Capillarisation of skeletal muscle and alveoli.

Reduction in resting blood pressure.

Decreased heart rate recovery time.

Increase in blood volume.

### D6 Additional factors affecting the cardiovascular system

Understand additional factors affecting the cardiovascular system and their impact on exercise and sports performance.

Sudden arrhythmic death syndrome (SADS).

High blood pressure/low blood pressure.

Hyperthermia/hypothermia.

HT5	Training Programme	E Understand training programme design	Formative	Student combine all the areas
5	design	a oriaciosana training programme acoupii	assessment	they have studied so far and
	Energy Systems	E1 Principles of fitness training programme design	assessment	use them to produce a training
	Lifergy Systems	LI Frinciples of fictiess training programme design	During all lessons	programme which includes the
		Be able to design a fitness training programme including all the major components.	within the	' -
		be able to design a fittless training programme including all the major components.		key elements of training
		4 Phonor by the control of the contr	sequence,	programmes.
		Fitness training programme design:	students will be	
		a. aims – details of what they would like to achieve	provided with	Students learn about the
		b. objectives – how they intend to meet their aims	formative	various energy systems and
		c. personal goals – specific, measurable, achievable, realistic, time-	assessments	how they produce energy in
		related, exciting, recorded (SMARTER)	focusing on their	different ways and in different
		<ul> <li>d. resources required – facilities and equipment.</li> </ul>	application and	scenarios.
		2. Principles of training: FITT principles (frequency, intensity, time and type of	understanding of	
		exercise used in the exercise sessions), additional principles of training	each essential	
		(specificity, overload, progression, reversibility, rest and recovery,	knowledge point.	
		adaptation, variation, individual needs).	This may be	
		3. Periodisation: macrocycle, mesocycle, microcycle.	through	
			questioning or	
			written feedback.	
		E The effects of exercise and sports performance on the energy systems	The contraction of the contracti	
		E1 The role of ATP in exercise	Summative	
			assessment	
		Understand the role of adenosine triphosphate (ATP) for muscle contraction for	dosessinent	
		exercise and sports performance.	Cumulative end of	
		Immediately accessible form of energy for exercise.	unit tests will	
		Breakdown and resynthesis of ATP for muscle contraction.		
			provide	
		E2 The ATP-PC (alactic) system in exercise and sports performance	summative	
		understand the role of the ATP-PC system in energy production for exercise and	assessments to	
		sports performance.	determine the	
		Anaerobic.	understanding of	
		Chemical source (phosphate and creatine).	essential	
		Resynthesis of ATP.	knowledge of	
		Recovery time.	students	
		Contribution to energy for exercise and sports performance (duration and intensity of		
		exercise).		
		E3 The lactate system in exercise and sports performance		
		Understand the role of the lactate system in energy production for exercise and		
		sports performance.		
		Anaerobic.		
		Process of anaerobic glycolysis (glucose converted to lactic acid).		
		Recovery time.		
		Contribution to energy for exercise and sports performance (duration and intensity of		
		exercise).		

		Understand the role of the aerobic energy system in energy production for exercise and sports performance.  Aerobic site of reaction (mitochondria). Food fuel source. Process of aerobic glycolysis, Krebs cycle, electron transport chain. Recovery time. Contribution to energy for exercise and sports performance (duration and intensity of exercise).  E5 Adaptations of the energy system to exercise The impact of adaptation of the systems on exercise and sports performance. ATP-PC. Increased creatine stores. Lactate system. Increase tolerance to lactate. Aerobic energy system. Increased use of fats as an energy source. Increased storage of glycogen. Increased numbers of mitochondria.  E6 Additional factors affecting the energy systems Understand additional factors affecting the energy systems and their impact on exercise and sports performance. Diabetes (hypoglycaemic attack). Children's lack of lactate system.		
НТ6		During Term 6 students will complete a variety of revision sessions and past papers to ensure they are fully prepared for their external assessments.	Formative assessment  During all lessons within the sequence, students will be provided with formative assessments focusing on their application and understanding of each essential knowledge point. This may be through questioning or written feedback.  Summative assessment	All elements of the course are used during the external assessments that students will complete.

			Students will complete written pieces that will bring this knowledge together	
		YEAR 13	FFL	
Content /Topic	NC/Specification Reference	Essential Knowledge/Skills	Assessment	Rationale why this content is taught in this year group at this point
content / Topic	Reference			(Sequencing/progression of knowledge)