

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 Reference	Essential Knowledge/Skills	Assessment	Rationale why this content is taught in this year group at this point (Sequencing/progression of knowledge)
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Year 7

	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Athletics</p>	<p>Athletics meets the following aspects of the national curriculum</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Athletics</p> <p>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</p> <p>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</p> <p>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</p> <p>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 discus is released at a 45-degree angle</p> <p>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.</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive performance of their athletic skills and their application of the essential knowledge will be assessed against given criteria</p>	<p>We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum.</p> <p>This unit builds upon the KS2 NC PE curriculum when 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</p> <p>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.</p>
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			<p>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.</p> <ul style="list-style-type: none"> You are ready to jump at approximately one metre past the first post and an arm's length away from the mat. <p>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.</p> <p>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.</p> <p>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</p> <p>'Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for Athletics</p>		
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			Rules of Athletics How it is Played? - Sports Regulations Athletics Rules of Athletics How it is Played? - Sports Regulations		
	Students will develop knowledge through a series of lessons focusing on:	Basketball meets the following aspects of the national curriculum	Basketball Passing	Formative assessment During each of the Basketball	We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum.

	<p>Basketball</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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</p>	<p>lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Basketball and their application of the essential knowledge will be assessed against given criteria</p>	<p>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</p> <p>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.</p>
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			<p>'Essential Knowledge Reading (To consolidate and provide breadth)</p> <p>Rules and regulations for Basketball</p> <p>https://www.bbc.co.uk/bitesize/guides/zwqw7hv/revision/1</p> <p>Basketball</p> <p>https://www.bbc.co.uk/bitesize/guides/zwqw7hv/revision/1</p>		
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Netball</p>	<p>Netball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Netball</p> <p>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.</p> <p>Essential knowledge developed:</p> <p>Footwork and landing</p> <p>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)</p> <p>Passing</p> <p>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</p> <p>Receiving</p> <p>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</p> <p>Attacking skills</p>	<p>Formative assessment</p> <p>During each of the netball lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>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</p>	<p>We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum.</p> <p>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</p> <p>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.</p>

			<p>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</p> <p>Sprint dodge- Sprinting diagonally past their opponent either the right or left side</p> <p>Feint dodge- Feinting in one direction then sprinting to receive in the other</p> <p>Double feint- This dodge is feinting in both directions before sprinting to receive the ball</p> <p>Defending skills</p> <p>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.</p> <p>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</p> <p>Marking the ball- Players should be 1 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</p> <p>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</p> <p>Shooting</p> <p>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</p> <p><i>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</i></p> <p>'Essential Knowledge Reading (To consolidate and provide breadth)</p> <p>Rules and regulations for <i>Netball</i></p> <p><u>Rules & Regulations - Play Netball (play-netball.co.uk)</u></p>		
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	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Badminton</p>	<p>Badminton meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through individual and team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Badminton</p> <p>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.</p> <p>Essential knowledge developed:</p> <p>Badminton – short serve, long serve, overhead clear, overhead drop shot, overhead smash, net play, under arm clear, forehand and back hand drive.</p> <p>Short 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 making contact and following through getting a low trajectory over the net aiming to get shuttle to land just past service line.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Formative assessment</p> <p>During each of the badminton lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of badminton and their application of the essential knowledge will be assessed against given criteria</p>	<p>We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum.</p> <p>The students are not likely to have experienced badminton in KS2 so this will require the develop of essential knowledge at a progressive level of each of the components of the game. This will add ambition and progression of knowledge as students start to apply the essential knowledge is increasingly challenging and competitive scenarios</p> <p>It prepares students for future learning badminton when they will be required to apply this knowledge with increasing levels of intensity, complexity and more challenging levels of competition.</p>
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			<p>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.</p> <p>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.</p> <p>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.</p> <p><i>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.</i></p> <p>'Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for Badminton https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3</p>		
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Table Tennis</p>	<p>Table Tennis meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to</p>	<p>Table Tennis</p> <p>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.</p> <p>Essential knowledge developed:</p> <p>Table tennis – Grip, serve, backhand & forehand push return, forehand topspin, back hand top spin. forehand slice, back hand slice.</p> <p>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.</p> <p>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</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p>	<p>We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum. Very few of our feeder primary schools have table tennis as an activity they teach to whole classes. They may have experience of other racket sports such as tennis or short tennis that have developed fundamental motor skills that we can build on</p> <p>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</p>

		<p>achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>back hand can be used. A backhand push return is the predominant shot unless the ball is sent out wide to the forehand.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><i>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 through king of the court where students end up playing competitively against students of similar ability.</i></p> <p>‘Essential Knowledge Reading (To consolidate and provide breadth) https://www.bbc.co.uk/bitesize/guides/zqnhsg8/revision/3#:~:text=Players%20are%20allowed%20to%20hit,do%2C%20the%20point%20is%20conceded. rules and regulations for Table Tennis</p>	<p>Students will engage in a competitive game of table tennis and their application of the essential knowledge will be assessed against given criteria</p>	<p>students are required to apply the essential knowledge is increasingly challenging and competitive scenarios</p> <p>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.</p>
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	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Handball</p>	<p>Handball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Handball</p> <p>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.</p> <p>Essential knowledge developed:</p> <p>Handball – Pass, receive, movement with the ball, dribbling, shooting, jump shot</p> <p>Pass – grip of the ball is one handed. Your thumb and little finger “pinches” the side of the ball holding it in position and the middle finger is used for the power of the pass. Technique – elbow up high, passed with a bent arm in a whip action. Follow through after the release of the ball.</p> <p>Receive - using a “W” shape with your hands close together with arms outstretched. When the ball makes contact with your hands bring little fingers in to wrap hand around the ball. Bend the arms at the elbow to cushion the ball. Adjust your stance if needed to shield the ball from the opposition.</p> <p>Movement with the ball - you are allowed to take 3 steps with the ball, to further increase distance you can bounce the ball by throwing it one-handed into the ground and taking it in two hands followed by a further 3 steps. At this point the ball must be passed, or a shot taken.</p> <p>Dribbling – once receiving the ball with no opposition in front of you can repeatedly bounce the ball with one hand while moving. Once the ball is brought into 2 hands a further 3 steps can be taken before you have to release the ball as a pass or shot.</p> <p>Shooting – 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.</p> <p>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.</p> <p>‘Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for Handball https://www.bbc.co.uk/bitesize/guides/zywwmnb/revision/3</p>	<p>Formative assessment</p> <p>During each of the Handball lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Handball and their application of the essential knowledge will be assessed against given criteria</p>	<p>We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum.</p> <p>Most students have no experience of Handball, so this scheme builds on the fundamental motor skills that students have they have developed in many other sports. Students are required to develop essential knowledge 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</p> <p>It prepares students for future learning Handball when they will be required to apply this knowledge with increasing levels of intensity, complexity and more challenging levels of competition.</p>
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	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Dance</p> <p>The range of Dance styles that students will experience will include</p> <p>Hip Hop / Commercial</p> <p>Contemporary</p>	<p>Dance meets the following aspects of the national curriculum</p> <p>Use a range of key elements to create and develop movement into choreography</p> <p>Analyse and assess their performances compared to previous ones and demonstrate improvement to perform finished choreography</p> <p>This enables students to:</p> <p>Take part in extra curriculum activities outside school: dance clubs/ shows and performances</p>	<p>Dance</p> <p>These are the 4 main component within dance that they will use to develop motifs into a piece of choreography. ACTION, SPACE, DYNAMICS, RELATIONSHIPS.</p> <p>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)</p> <p>Space – They will know that SPACE is about WHERE you move, you can create different pathways, Levels, directions, size of movement, patterns, spatial design.</p> <p>Dynamics – They will know that this is HOW you perform a movement, this can vary and differ depending on the music. For example, fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt.</p> <p>Relationships – They will know this is WHO you perform with - lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations.</p> <p>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 stimulus e.g., a pose from a picture, sculpture, a photograph 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 entire dance can be built around the development and variation of a few contrasting motifs.</p> <p>Travelling – 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.</p> <p>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)</p> <p>Jumps may be used to enhance performance, explosive jumps, change in dynamics, change of levels.</p> <p>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.</p> <p>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</p>	<p>Formative assessment</p> <p>During each of the Dance lessons within the motif creation students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a performance of Dance and their application of the essential knowledge will be assessed against given criteria</p>	<p>We start Year 7 with ambitious motif creating lessons building on the KS2 National Curriculum.</p> <p>This unit builds upon the KS2 PE National Curriculum when students are asked to perform dances using a range of movement patterns</p> <p>This builds on this as students are required to develop essential knowledge at a deeper level of motif development and choreography</p> <p>Ambition and progression of knowledge is added as students are required to apply the essential knowledge is increasingly complexity and challenge</p> <p>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 choreography and professional works.</p>
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		<p>pointing, arms waving in the air, raking fingers through their hair and Invasion of personal space to send a message of hostility.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>'Essential Knowledge Reading (To consolidate and provide breadth) Some essential elements of Dance The 5 Most Important Elements of Dance Life Persona</p>		
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	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Outdoor Education. This includes problem solving and trust building exercises activities to include:</p> <p>Bench order and Tyre Running</p> <p>Mat Timer and River crossing</p> <p>Mastermind games</p> <p>Circle up and sheep pen</p> <p>Human Knot and Hoop Pass</p>	<p>Outdoor and adventurous activities meet the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome challenges.</p> <p>Analyse their performances compared to previous ones and demonstrate improvement.</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Outdoor and Adventurous activities</p> <p>Communication Students will learn how both verbal and non-verbal 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.</p> <p>Organisation Students will learn the importance of good quality organisation of both equipment and people in achieving success in a task. They will</p> <p>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.</p> <p>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</p> <p>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.</p> <p>Navigation skills students will learn how to highlight features on a map, orientate a map and navigate to a set point on the map.</p> <p>‘Essential Knowledge Reading (To consolidate and provide breadth) What is outdoor education. What is an Outdoor Education? (with pictures) (practicaladultinsights.com)</p>	<p>Formative assessment</p> <p>During each of the OA lessons students will demonstrate that the understand the qualities required to problem solve. They will be formatively assessed on how they display these qualities and how they can explain their relevance.</p> <p>Summative assessment</p> <p>Students summative assessment will be cumulative. They will be assessed on their knowledge and application of key skills against given criteria.</p>	<p>The National Curriculum in KS2 requires students to take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>In reality this manifest itself in different activities in each of our primary feeder schools.</p> <p>Our students build on this work by completing a variety of problem-solving tasks and identifying the attributes they are developing whilst completing.</p> <p>This Scheme of Learning prepares students to move to more complex orienteering activities.</p>
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	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Rugby</p>	<p>Rugby meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Rugby</p> <p>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.</p> <p>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.</p> <p>Evasion skills: Beat an opponent by using speed, bump them off, sidestep, dummy, kick, hand off, pass through a gap, dummy kick</p> <p>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.</p> <p>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 form...There 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</p> <p>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</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of rugby and their application of the essential knowledge will be assessed against given criteria</p>	<p>We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum.</p> <p>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 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</p> <p>It prepares students for future learning (rugby) when they will be required to apply this knowledge with increasing levels of intensity, complexity and more challenging levels of competition.</p>
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			<p>horizontal, and the hooker must strike the ball back with their feet. - Walk over the ball</p> <p>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.</p> <p>'Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for Rugby https://www.bbc.co.uk/bitesize/guides/zxcg4j6/revision/3</p>		
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Gymnastics.</p>	<p>Gymnastics meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Gymnastics</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Sequence development</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a performance of Gymnastics and their application of the essential knowledge will be assessed against given criteria</p>	<p>We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum.</p> <p>This unit builds upon the KS2 NC PE curriculum when students are asked to perform gymnastic skills and sequences.</p> <p>This builds on this as students are required to develop essential knowledge at a deeper level of each of the components of the game.</p> <p>This also adds ambition and progression of knowledge as students are required to apply the essential knowledge is increasingly challenging and competitive scenarios</p> <p>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.</p>

		<p>Students will work in pairs to create 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.</p> <p>'Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for Gymnastics Gymnastics BBC Sport</p>		
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	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Fitness</p> <p>They will develop their essential knowledge through taking part in</p> <p>Continuous training</p> <p>Interval Training</p> <p>Fartlek training</p> <p>Circuit training</p>	<p>Fitness meets the following aspects of the national curriculum</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Fitness</p> <p>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.</p> <p>Students will learn about how a warm up 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.</p> <p>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.</p> <p>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.</p> <p>Student will learn the names and locations of the main muscle groups. They will learn how to target those muscle groups with specific exercises.</p> <p>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.</p> <p>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.</p> <p>'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</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of football and their application of the essential knowledge will be assessed against given criteria</p>	<p>We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum.</p> <p>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 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</p> <p>It prepares students for future learning in Fitness and when studying examination PE when they will be required to apply this knowledge with increasing levels of intensity, complexity and more challenging levels of competition.</p>
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	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Football</p>	<p>Football meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Football:</p> <p>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.</p> <p>Essential knowledge developed:</p> <p>Football passing receiving shooting defending/attacking turn, dribble, Heading</p> <p>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.</p> <p><i>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.</i></p> <p>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. <i>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.</i></p> <p>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.</p> <p>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.</p> <p>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 /</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of football and their application of the essential knowledge will be assessed against given criteria</p>	<p>We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum.</p> <p>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 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</p> <p>It prepares students for future learning (football) when they will be required to apply this knowledge with increasing levels of intensity, complexity and more challenging levels of competition.</p>
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	Students will develop knowledge	Hockey meets the following aspects of	Hockey	Formative assessment	Our discussions with local feeder primary schools tell us

	<p>through a series of lessons focusing on:</p> <p>Hockey</p>	<p>the national curriculum</p>	<p><i>During this unit, students develop essential knowledge of the following aspects of the sport:</i></p> <p><i>Students will know and be able to apply</i></p>		
		<p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>‘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</p>	<p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of hockey and their application of the essential knowledge will be assessed against given criteria</p>	<p>that students do not learn about hockey at KS2. This is therefore a new sport that is introduced and therefore provides ambition and challenge for students. However, the unit also builds upon the knowledge developed in primary schools other invasion sports such as football and builds upon the fundamental motor skills over KS1/2</p> <p>It prepares students for future learning (hockey) when they will be required to apply this knowledge with increasing levels of intensity, complexity and more challenging levels of competition.</p>
	<p>Students will develop knowledge</p>	<p>Rounders meets the following aspects of</p>	<p>Rounders</p>	<p>Formative assessment</p>	<p>We start Year 7 with an ambitious sequence of lessons</p>

	<p>through a series of lessons focusing on:</p> <p>Rounders</p>	<p>the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>'Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for Rounders https://simplerounders.co.uk/rules-of-the-game/</p>	<p>During each of the rounders lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of rounders and their application of the essential knowledge will be assessed against given criteria</p>	<p>building on the KS2 National Curriculum.</p> <p>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 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</p> <p>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.</p>
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Cricket</p>	<p>Cricket meets the following aspects of the national curriculum</p> <p>Use a range of tactics and</p>	<p>Cricket</p> <p>Fielding catching Ready position and early preparation, body moving to flight of the ball. Eyes on the ball always.</p>	<p>Formative assessment</p> <p>During each of the hockey lessons within the sequence,</p>	<p>We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum.</p> <p>This unit builds upon the KS2 NC PE curriculum when</p>

		<p>strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>High catch – fingers up, thumbs together, extend arms and cushion ball as collect it. Bring ball into body.</p> <p>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.</p> <p>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).</p> <p>Throwing</p> <p>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.</p> <p>Bowling</p> <p>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</p> <p>The bound: As you approach the crease, turn your body to get side on and lean back slightly</p> <p>Coil: Bowling action</p> <p>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</p> <p>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</p> <p>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</p> <p>Batting.</p> <p>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.</p>	<p>students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of cricket and their application of the essential knowledge will be assessed against given criteria</p>	<p>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</p> <p>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.</p>
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	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Tennis</p>	<p>Tennis meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct</p>	<p>Tennis</p> <p>Forehand</p> <p>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</p>	<p>Formative assessment</p> <p>During each of the tennis lessons within the sequence, students will be provided with formative</p>	<p>We start Year 7 with an ambitious sequence of lessons building on the KS2 National Curriculum.</p> <p>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</p>

	<p>competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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</p> <p>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.</p> <p>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.</p> <p>'Essential Knowledge Reading (To consolidate and provide breadth) Rules and regulations for Tennis https://www.bbc.co.uk/bitesize/guides/zg22hv4/revision/3</p>	<p>assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of tennis and their application of the essential knowledge will be assessed against given criteria</p>	<p>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</p> <p>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.</p>
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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)
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Athletics</p>	<p>Athletics meets the following aspects of the national curriculum</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>Athletics</p> <p>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</p> <p>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</p> <p>Shot</p>	<p>Formative assessment</p> <p>During each of the Athletics lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of</p>	<p>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.</p>

		<p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Shot</p> <p>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.</p> <p>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</p> <p>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 discus is released at a 45-degree angle</p> <p>Javelin</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive performance of their athletic skills and their application of the essential knowledge will be assessed against given criteria</p>	<p>Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students</p> <p>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.</p>
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			<p>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.</p> <p>Long Jump</p> <p>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</p> <p>Athletics Athletics at the Summer Olympics - Wikipedia</p>		
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Basketball</p>	<p>Basketball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p>	<p>Basketball</p> <p>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</p>	<p>Formative assessment</p> <p>During each of the Basketball lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of</p>	<p>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.</p> <p>Sport specific skills continue to be refined and the focus</p>

		<p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>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.</p> <p>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</p> <p>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</p>	<p>each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Basketball and their application of the essential knowledge will be assessed against given criteria</p>	<p>remains predominantly placed upon developing the physical competence of students</p> <p>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.</p>
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Netball</p>	<p>Netball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition</p>	<p>Netball</p> <p>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.</p> <p>Essential knowledge developed:</p> <p>Footwork and landing</p>	<p>Formative assessment</p> <p>During each of the netball lessons within the sequence, students will be provided with formative assessment</p>	<p>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</p>

		<p>through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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)</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	<p>focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>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</p>	<p>complex and challenging applications of their skills.</p> <p>Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students</p> <p>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.</p>
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	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Badminton</p>	<p>Badminton meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through individual and team sports</p>	<p>Badminton</p> <p>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.</p> <p>Essential knowledge developed:</p> <p>Badminton – short serve, long serve, overhead clear, over-head drop shot, overhead smash, net play, under arm clear, forehand and back hand drive.</p> <p>Short 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.</p>	<p>Formative assessment</p> <p>During each of the badminton lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of</p>	<p>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.</p> <p>Sport specific skills continue to be refined and the focus</p>

		<p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of badminton and their application of the essential knowledge will be assessed against given criteria</p>	<p>remains predominantly placed upon developing the physical competence of students</p> <p>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.</p>
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<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Table Tennis</p>	<p>Table Tennis meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p>	<p>Table Tennis</p> <p>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.</p> <p>Essential knowledge developed:</p> <p>Table tennis – Grip, serve, backhand & forehand push return, forehand topspin, back hand top spin. forehand slice, back hand slice.</p> <p>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.</p> <p>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.</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of table tennis and their</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of table tennis and their</p>	<p>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.</p> <p>Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students</p> <p>This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.</p>

		<p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><i>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 through king of the court where students end up playing competitively against students of similar ability.</i></p> <p>Table tennis Table tennis at the Summer Olympics - Wikipedia</p>	<p>application of the essential knowledge will be assessed against given criteria</p>	<p>Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.</p>

	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Handball</p>	<p>Handball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Handball</p> <p>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.</p> <p>Essential knowledge developed:</p> <p>Handball – Pass, receive, movement with the ball, dribbling, shooting, jump shot</p> <p>Pass – grip of the ball is one handed. Your thumb and little finger “pinches” the side of the ball holding it in position and the middle finger is used for the power of the pass. Technique – elbow up high, passed with a bent arm in a whip action. Follow through after the release of the ball.</p> <p>Receive - using a “W” shape with your hands close together with arms outstretched. When the ball makes contact with your hands bring little fingers in to wrap hand around the ball. Bend the arms at the elbow to cushion the ball. Adjust your stance if needed to shield the ball from the opposition.</p> <p>Movement with the ball - you are allowed to take 3 steps with the ball, to further increase distance you can bounce the ball by throwing it one handed into the ground and taking it in two hand followed by a further 3 steps. At this point the ball must be passed, or a shot taken.</p> <p>Dribbling – once receiving the ball with no opposition in front of you can repeatedly bounce the ball with one hand while moving. Once the ball is brought into 2 hands a further 3 steps can be taken before you have to release the ball as a pass or shot.</p> <p>Shooting – 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.</p> <p>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.</p> <p>Handball https://www.rookieroad.com/handball/is-handball-an-olympic-sport/</p>	<p>Formative assessment</p> <p>During each of the Handball lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Handball and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students</p> <p>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.</p>
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	<p>Rugby</p>	<p>Rugby meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Rugby</p> <p>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.</p> <p>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.</p> <p>Evasion skills: Beat an opponent by using speed, bump them off, sidestep, dummy, kick, hand off, pass through a gap, dummy kick</p> <p>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.</p> <p>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 form...There 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</p> <p>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</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of rugby and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students</p> <p>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.</p>
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			<p>horizontal, and the hooker must strike the ball back with their feet. - Walk over the ball</p> <p>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.</p> <p>Rugby Union Rugby Olympic history World Rugby</p>		
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Gymnastics.</p>	<p>Gymnastics meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Gymnastics</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Sequence development</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a performance of Gymnastics and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students</p> <p>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.</p>

			<p>Students will work in pairs to create 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.</p> <p>Gymnastics BBC Sport</p>		
	Fitness	<p>Fitness meets the following aspects of the national curriculum</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Fitness</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students 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.</p> <p>Students will learn the names and locations of the main muscle groups. They will learn how to target those muscle groups with specific exercises.</p> <p>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.</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of football and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students</p> <p>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.</p>

			<p>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.</p> <p>Fitness Physical Fitness: Its History, Evolution, and Future The Art of Manliness</p>		
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Football</p>	<p>Football meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Football:</p> <p>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.</p> <p>Essential knowledge developed:</p> <p>Football passing receiving shooting defending/attacking turn, dribble, Heading</p> <p>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.</p> <p><i>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.</i></p> <p>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.</p> <p>A variety of feeds to be used to practice control with different body parts i.e., foot, thigh, chest head.</p> <p><i>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.</i></p> <p>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.</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of football and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students</p> <p>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.</p>

			<p>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.</p> <p>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.</p> <p>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)</p> <p>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.</p> <p>Rules of the game – Contact, handball, throw in, corner, goal kick.</p> <p>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.</p> <p>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.</p> <p>Essential techniques to include a good level of accuracy, precision, control and fluency.</p> <p>Students should develop positional awareness during games in defence and attack.</p> <p>Students should communicate effectively during small, sided games.</p>		
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	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Hockey</p>	<p>Hockey meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Hockey</p> <p><i>During this unit, students develop essential knowledge of the following aspects of the sport:</i></p> <p><i>Students will know and be able to apply</i></p> <p>Dribbling –: <i>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.</i></p> <p>Passing – <i>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.</i></p> <p><i>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.</i></p> <p>Control – <i>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.</i></p> <p>Running with the ball – <i>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.</i></p> <p>Game play – <i>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.</i></p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of hockey and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students</p> <p>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.</p>

			<p>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.</p> <p>Hockey History of Hockey FIH</p> <p>Hockey Field hockey at the Summer Olympics - Wikipedia</p>		
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Rounders</p>	<p>Rounders meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Rounders</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	<p>Formative assessment</p> <p>During each of the rounders lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of rounders and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students</p> <p>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.</p>

			Rounders Rounders - Wikipedia		
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Cricket</p>	<p>Cricket meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Cricket</p> <p>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).</p> <p>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.</p> <p>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</p> <p>The bound: As you approach the crease, turn your body to get side on and lean back slightly</p> <p>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</p> <p>Follow through: Bowling action</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of cricket and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students</p> <p>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.</p>

			<p>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</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Cricket https://www.bing.com/search?q=origin+of+cricket&cvid=1e920</p>		
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	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Tennis</p>	<p>Tennis meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Tennis</p> <p>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</p> <p>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</p> <p>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.</p> <p>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.</p> <p>Tennis https://www.bing.com/search?q=tennis+olympics&qs=n&form=GEOTRI&sp=-1&ghc=1&pq=tennis+olympic&sc=6-14&sk=&cvid=2058072B5EEA4C89BB5CD3EDD01B9AC6&isRef=1&showTw=1&isAutoP=1</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of tennis and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students</p> <p>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.</p>

YEAR 9

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)
<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Athletics</p>	<p>Athletics meets the following aspects of the national curriculum</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Athletics</p> <p>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</p> <p>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</p> <p>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.</p> <p>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</p> <p>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 discus is released at a 45-degree angle</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive performance of their athletic skills and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.</p> <p>Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.</p>

			<p>Javelin</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Hurdles</p> <p>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.</p>		
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	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Basketball</p>	<p>Basketball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Basketball</p> <p>Year 9 Focus</p> <p>Will be on tactical and strategic applications of the skills learned throughout Years 7 and 8.</p> <p>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.</p> <p>Students will learn how to set screen for their teammates when attacking and will learn how to pick and roll when attacking.</p> <p>Students will become familiar with the different roles on a basketball team.</p> <p>More complex rules such as 3 second, back court violation will be introduced.</p> <p>Passing</p> <p>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</p> <p>Shooting</p> <p>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</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Basketball and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.</p> <p>Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.</p>

			<p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>Basketball https://www.bing.com/ck/a?!&&p=c1fa2673a44817a1def92bd9ae78bc5032287bf0d36d8157077b17fe99fb57daJmldHM9MTY1MjcxMTg2OCZpZ3VpZD1iN2VkNTQ4MC01ZDVjLTRjMzEtYjJOS1hMzFjNjMzZjA5OUMmaW5zaWQ9NTlwOQ&ptn=3&fclid=c18a9284-d525-11ec-bb9c-3aae6c81d9fa&u=a1aHR0cHM6Ly93d3cuYmFza2V0YmFsbC5vcmcvaGlzdG9yeS9pbmRleC8&ntb=1</p>		
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Netball</p>	<p>Netball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to</p>	<p>Netball</p> <p>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.</p> <p>Year 9 focus</p>	<p>Formative assessment</p> <p>During each of the netball lessons within the sequence, students will be</p>	<p>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.</p>

		<p>overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Essential knowledge developed:</p> <p>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</p> <p>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 stays 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)</p> <p>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</p> <p>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</p> <p>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</p>	<p>provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>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</p>	<p>This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.</p> <p>Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.</p>
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			<p>Double feint- This dodge is feinting in both directions before sprinting to receive the ball</p> <p>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 1 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</p> <p>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</p> <p><i>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</i></p> <p>https://www.bing.com/ck/a?!&&p=eb1422635cfcbe97fb8cf5bb5e4cce1bede9748cfddc1e25c9325e00d228eefJmltdHM9MTY1MjcxMzE5OSZpZ3VpZD03MWZmMjc3ZC04ZjZiLTQ0YzQtODQzMy03MzgzOTY1OGMxOWEmaW5zaWQ9NTE2OQ&pfn=3&fclid=daeeeee03-d528-11ec-a2e2-4c633721b487&u=a1aHR0cHM6Ly9uZXRIYWxsLnNwb3J0L2dhdWUvaGlzdG9yeS1vZi1uZXRIYWxs&ntb=1</p>		
	<p>Students will develop knowledge through a series of lessons focusing on:</p>	<p>Badminton meets the following aspects of the national curriculum</p>	<p>Badminton</p> <p>Year 9 focus</p>	<p>Formative assessment</p> <p>During each of the badminton</p>	<p>Sport specific skills continue to be refined in Year 9 and the focus remains predominantly placed upon developing the physical competence of</p>

	<p>Badminton</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through individual and team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Students will reinforce their essential knowledge from previous learning and will develop the performance of techniques.</p> <p>They will develop an understanding of the rules and tactical principles of doubles play. I.e. side to side, front and back positioning, Serve rotations and positions when serving and receiving. Attacking principles – short serve then stays short, attack backhand, aim for corner, smash to the body. Defensive principles – retreat to side to side, return to the back of court.</p> <p>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.</p> <p>Essential knowledge developed:</p> <p>Badminton – short serve, long serve, overhead clear, overhead drop shot, overhead smash, net play, under arm clear, forehand and back hand drive.</p> <p>Short 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 making contact and following through getting a low trajectory over the net aiming to get shuttle to land just past service line.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of badminton and their application of the essential knowledge will be assessed against given criteria</p>	<p>students, although there is an increasing emphasis on tactical and strategic application.</p> <p>This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.</p> <p>Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.</p>
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	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Table Tennis</p>	<p>Table Tennis meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to</p>	<p>Table Tennis</p> <p>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.</p> <p>Essential knowledge developed:</p>	<p>Formative assessment</p> <p>During each of the Table tennis lessons within the sequence, students will be</p>	<p>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.</p>

		<p>overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Table tennis – Grip, serve, backhand & forehand push return, forehand topspin, back hand top spin. forehand slice, back hand slice.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><i>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</i></p>	<p>provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of table tennis and their application of the essential knowledge will be assessed against given criteria</p>	<p>This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.</p> <p>Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.</p>
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			<p><i>through king of the court where students end up playing competitively against students of similar ability.</i></p> <p>Table tennis https://www.bing.com/search?q=origin+of+table+tennis&qs=n&form=QBRE&sp=-1&ghc=1&pq=origin+of+table+tennis&sc=2-22&sk=&cvid=14A073DB1F2A43B3B4763884C1822520</p>		
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Rugby</p>	<p>Rugby meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Rugby</p> <p>Year 9 Focus</p> <p>Students will apply the essential knowledge and techniques that they learned throughout Years 7 and 8.</p> <p>These skills will be applied in game situations with full size teams.</p> <p>In addition, kicking skills will be introduced to include grubber, Up and under, and punt.</p> <p>Tactical applications will be applied such as Straight line defence Diagonal line of attack Line out combinations Use of different kicks when attacking</p> <p>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.</p> <p>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.</p> <p>Evasion skills:</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of rugby and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.</p> <p>Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.</p>

			<p>Beat an opponent by using speed, bump them off, sidestep, dummy, kick, hand off, pass through a gap, dummy kick</p> <p>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.</p> <p>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 form...There 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</p> <p>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</p> <p>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.</p> <p>Rugby Union Rugby union - an overview and history of the sport - Rugby union - factfile - GCSE Physical Education Revision - Edexcel - BBC Bitesize</p>		
	<p>Students will develop knowledge through a series of lessons focusing on:</p>	<p>Trampolining meets the following aspects of the national curriculum</p>	<p>Trampolining</p> <p>Students will learn how to put up and dismantle a trampoline safely.</p> <p>They will learn all the safety rules for Trampolining.</p>	<p>Formative assessment</p> <p>During each of the Trampolining</p>	<p>We choose to do trampolining at this point as it builds on the gymnastic knowledge and skills that students developed in Year 7 and 8.</p>

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

		<p>through community links or sports clubs</p>	<p>Ideas of challenges</p> <ul style="list-style-type: none"> - Big mac challenge - P90X - Joe Wicks -Alphabet challenge -Yoga/legs bums and tums class - CrossFit challenges - 10 mins abs <p>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.</p> <p>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.</p> <p>Student will rehearse the names and locations of the main muscle groups. They will learn how to target those muscle groups with specific exercises.</p> <p>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.</p> <p>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.</p> <p>Fitness Physical Fitness: Its History, Evolution, and Future The Art of Manliness</p>	<p>Students will engage in a competitive game of football and their application of the essential knowledge will be assessed against given criteria</p>	
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Benchball</p>		<p>Passing</p> <p>Bounce chest overhead, on and two handed. Signalling to ask for the ball. Use bodyweight to put power onto the ball when making a pass. Step into the pass. Move into space to receive a pass.</p> <p>Move</p>		

			https://www.bing.com/search?q=origin+of+benchball&cvid=81a4270d90e7460ca65f6593dfb800&aqs=edge..69i57.4179j0j4&FORM=ANAB01&DAFO=1&PC=U531		
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Dodgeball</p>	<p>Dodgeball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Dodgeball</p> <p>Agility Change direction quickly to avoid being hit, up on balls of feet, legs bent and low centre of gravity ready to react.</p> <p>Throwing with accuracy at speed – wide stance, lead with elbow, weight transfer, follow through in direction of target.</p> <p>Transition from attack to defence: After following through retreat to back of court to avoid being out.</p> <p>Monitoring of court – always be aware of all balls even when attacking.</p> <p>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.</p> <p>Speed development – start low and push hard to gain rapid acceleration. Use arms to generate forward momentum.</p> <p>Tactically Retreat when defending Move to midline when attacking. Combine with teammates when your team has more than 1 ball.</p> <p>The Fascinating History of Dodgeball History Daily</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Dodgeball and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.</p> <p>Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.</p>
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Football</p>	<p>Football meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition</p>	<p>Football:</p> <p>Year 9 Focus</p> <p>Fitness for Football Cardiovascular fitness – continuous training Speed – Interval training – done with and without the ball to emulate real game situations.</p> <p>The essential knowledge and techniques will be revisited and applied in conditioned games</p>	<p>Formative assessment</p> <p>During each of the football lessons within the sequence, students will be provided with formative assessment focusing on their</p>	<p>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.</p> <p>This adds ambition and progression of knowledge as a greater emphasis is placed</p>

		<p>through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Student independence will develop significantly within Year 9. They will learn about a range of tactics and strategies they can implement, and they will increasingly make their own decisions about which to use in game situations.</p> <p>What, how and when to communicate in football.</p> <p>Key elements for application of shooting skills in conditioned game.</p> <p>Key elements of good teamwork - organisation, communication, motivation. Analysis of strengths and weaknesses of opponents and planning to exploit them.</p> <p>Essential knowledge developed:</p> <p>Football passing receiving shooting defending/attacking turn, dribble, Heading</p> <p>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.</p> <p><i>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.</i></p> <p>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. <i>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.</i></p> <p>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.</p> <p>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</p>	<p>application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of football and their application of the essential knowledge will be assessed against given criteria</p>	<p>upon the application of these skills in increasingly competitive situations.</p> <p>Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.</p>
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			<p>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.</p> <p>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.</p> <p>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)</p> <p>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.</p> <p>Rules of the game – Contact, handball, throw in, corner, goal kick.</p> <p>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.</p> <p>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.</p> <p>Essential techniques to include a good level of accuracy, precision, control and fluency.</p> <p>Students should develop positional awareness during games in defence and attack.</p> <p>Students should communicate effectively during small sided games.</p> <p>They should adapt to changes in a competitive situation to succeed against a variety of opponents.</p>		
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			Football The history of football (soccer) (footballhistory.org)		
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Rounders</p>	<p>Rounders meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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 player and backstop.</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	<p>Formative assessment</p> <p>During each of the rounders lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of rounders and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.</p> <p>Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.</p>

			Rounders Rounders - Wikipedia		
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Softball</p>	<p>Softball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Catching and throwing</p> <p>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.</p> <p>Variety of catching to be practiced so fingers down and up techniques practiced. Fielding to be enhanced by effective communication and cooperation.</p> <p>Batting</p> <p>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.</p> <p>Key rules three strikes and out.</p> <p>Pitching</p> <p>Aim for strike zone, forward stance, lead with foot opposite throwing arm, follow through in direction of the hitter. Progress to circle technique.</p> <p>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.</p> <p>Straight run if ball infield, curved run if goes to outfield. Be aware of tags.</p> <p>Positional play for fielding team, considering qualities required to play each position. Backing up receiver when fielding.</p> <p>https://www.bing.com/search?q=origin+of+softball&cvid=08f27a05f53e477b9ebf2e0d7cbc785e&aqs=edge.0.0l9.3536j0j4&FORM=ANAB01&DAFO=1&PC=U531</p>		
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Cricket</p>	<p>Cricket meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition</p>	<p>Cricket</p> <p>Year 9 Focus</p> <p>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. Whilst student revisit this essential knowledge it will be in a variety of game like situations with tactical application being the focus.</p> <p>Fielding catching</p> <p>Ready position and early preparation, body moving to flight of the ball. Eyes on the ball always.</p>	<p>Formative assessment</p> <p>During each of the Cricket lessons within the sequence, students will be provided with formative assessment focusing on their</p>	<p>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.</p> <p>This adds ambition and progression of knowledge as a greater emphasis is placed</p>

		<p>through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>High catch – fingers up, thumbs together, extend arms and cushion ball as collect it. Bring ball into body.</p> <p>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.</p> <p>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).</p> <p>Throwing</p> <p>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.</p> <p>Bowling</p> <p>The run-up: As you set off from the top of your run-up, start by using small steps before changing to larger strides</p> <p>Keep your arms close to your body and your head steady - keep your eyes fixed on the target - the batsman</p> <p>The bound: As you approach the crease, turn your body to get side on and lean back slightly</p> <p>Coil: Bowling action</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>The arms should rotate through with the ball released at the top of the delivery arc</p> <p>Follow through: Bowling action</p> <p>As you follow through, fold your bowling arm into your body and swing your hips around to finish</p> <p>Your momentum will take you towards the batsman but make sure you don't run down the middle of the pitch</p> <p>Batting.</p> <p>Driving technique.</p> <p>With your eyes fixed on the ball, lean in with the front shoulder.</p> <p>The front foot and a bent front knee form the base for the shot.</p>	<p>application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of cricket and their application of the essential knowledge will be assessed against given criteria</p>	<p>upon the application of these skills in increasingly competitive situations.</p> <p>Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.</p>
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			<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Cricket https://www.bing.com/search?q=origin+of+cricket&cvid=1e92095316a44a1887899af026d98c8e&aqs=edge.0.0l4j69i64.2770j0j4&FORM=GEOTRI&PC=AC&TS&isRef=1&showTw=1&isAutoP=1</p>		
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Tennis</p>	<p>Tennis meets the following aspects of the national curriculum</p> <p>Use a range of tactics and</p>	<p>Tennis</p> <p>Year 9 Focus</p> <p>As Tennis is such a technical sport the essential knowledge has to be revisited 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.</p>	<p>Formative assessment</p> <p>During each of the tennis lessons within the sequence,</p>	<p>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</p>

	<p>strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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</p> <p>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</p> <p>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.</p> <p>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.</p> <p>HISTORY OF TENNIS: The origin, how was in invented and more. (racketlounge.com)</p>	<p>students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of tennis and their application of the essential knowledge will be assessed against given criteria</p>	<p>increasing emphasis on tactical and strategic application.</p> <p>This adds ambition and progression of knowledge as a greater emphasis is placed upon the application of these skills in increasingly competitive situations.</p> <p>Through spending longer in game like situations, knowledge and application of tactics and strategies are enhanced.</p>
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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.	<p>Formative assessment</p> <p>During each of the Netball</p>	In KS4 students experience of PE becomes more focused, as they are able to pursue the activities they are more likely

	<p>Netball</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Formal positions Replaying the ball Contact Footwork Obstruction 3 seconds with the ball Offside</p> <p>Tactics and strategies Zonal and man to man marking Backline pass tactics Centre pass tactics Double marking from backline Channels Sideline pass Shooting- Passing the ball out the circle to get closer to the goal and stepping in GA and GS working together in the circle Use of square and straight passing to eliminate interception from opposition</p>	<p>lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Netball their application of the essential knowledge will be assessed against given criteria</p>	<p>to continue with throughout life.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>
<p>HT1 HT2 HT3 HT4</p>	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Football</p>	<p>Football meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons. Students will create their own warm up, skills practice and will develop their own tactics to use in games.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Offside rule Direct and Indirect free kicks</p>	<p>Formative assessment</p> <p>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</p>	<p>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.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>Throughout KS4 our emphasis shifts away from the development of physical competence and over to ensuring sustained physical activity. The promotion of this</p>

		<p>demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Tactics and strategies.</p> <p>Formation selection based upon team strengths and objectives.</p> <p>Evaluation of effectiveness of chosen strategies and adaptations made where appropriate.</p> <p>Possession football – utilising the width and depth of the pitch – This can be enhanced using two ball game and corner goals.</p> <p>Defensive formation – how to defend a lead by adjusting positional play of team members.</p> <p>Long ball tactic when attacking – bypassing the midfield to create fast and direct attacks.</p> <p>Counter pressing – how to win possession high up the pitch and the pros and cons of this strategy.</p> <p>Mid game adjustment of strategy – moving from attacking to then defending a lead.</p> <p>Outwitting the opposition by choosing strategies to counter their strengths and exploit their weaknesses.</p>	<p>Summative assessment</p> <p>Students will engage in a competitive game of Football their application of the essential knowledge will be assessed against given criteria</p>	<p>as part of a healthy lifestyle is a priority.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>
<p>HT1 HT2 HT3 HT4</p>	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Volleyball</p>	<p>Volleyball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules</p> <p>Serving and rotation</p> <p>Tactics and strategies</p> <p>4-2 system</p> <p>W +1 formation</p> <p>Setting on two or 3</p> <p>Dive, roll and slide when defending</p> <p>Positions and specialist roles of team players</p> <p>Switching setter to ensure playing to strengths of players.</p> <p>Blocking and drop shots</p> <p>Cover defence</p> <p>6 Up</p> <p>6 Deep</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Volleyball their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity</p>

		through community links or sports clubs			are objectives as we aim to produce young people who will remain physically active throughout life.
	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Outdoor Education</p>	<p>Outdoor and adventurous activities meet the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome challenges.</p> <p>Analyse their performances compared to previous ones and demonstrate improvement.</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Outdoor and Adventurous activities</p> <p>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.</p> <p>Organisation Students will learn the importance of good quality organisation of both equipment and people in achieving success in a task. They will</p> <p>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 importance of each.</p> <p>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</p> <p>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.</p> <p>Navigation skills students will learn how to highlight features on a map, orientate a map and navigate to a set point on the map.</p>	<p>Formative assessment</p> <p>During each of the OA lessons students will demonstrate that they understand the qualities required to problem solve. They will be formatively assessed on how they display these qualities and how they can explain their relevance.</p> <p>Summative assessment</p> <p>Students summative assessment will be cumulative. They will be assessed on their knowledge and application of key skills against given criteria.</p>	<p>The National Curriculum in KS3 requires students to take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>In our KS3 curriculum this is done using problem solving activities and navigation skills.</p> <p>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.</p> <p>This Scheme of Learning prepares students to move to more complex orienteering activities.</p>
HT1 HT2 HT3 HT4	<p>Students will develop knowledge</p>	Trampolining 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	In KS4 students experience of PE becomes more focused, as they are able to pursue the activities they are more likely

	<p>through a series of lessons focusing on:</p> <p>Trampolining</p>	<p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Tariff system for scoring routines alongside performance score.</p> <p>Development of essential knowledge and strategies to achieve enhanced scores.</p> <p>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.</p> <p>Front somersault Back Somersault Front drop half twist to back drop Cat's Cradle Cat twist Roller Turntable half and full.</p>	<p>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</p> <p>Summative assessment</p> <p>Students will engage in an assessed sequence to demonstrate their application of the essential knowledge will be assessed against given criteria</p>	<p>to continue with throughout life.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>
<p>HT1 HT2 HT3 HT4</p>	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Benchball</p>	<p>Benchball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Tactics and strategies Using players with height advantage to defend Appropriate selection of first bench player Bench players to block defender to reach back and score. Keeping strongest players to the last</p>	<p>Formative assessment</p> <p>During each of the Benchball lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p>	<p>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.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>Throughout KS4 our emphasis shifts away from the development of physical competence and over to ensuring sustained physical activity. The promotion of this</p>

		<p>demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Use of bench width to create space / score</p> <p>Man to man marking</p> <p>Zonal defending</p>	<p>Summative assessment</p> <p>Students will engage in a competitive game of Benchball their application of the essential knowledge will be assessed against given criteria</p>	<p>as part of a healthy lifestyle is a priority.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>
<p>HT1 HT2 HT3 HT4</p>	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Basketball</p>	<p>Basketball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Back court violation 3 second rule 28 second shot clock Time out</p> <p>Tactics and strategies Roles and responsibilities of key positions (forward, centre, guard. Man to man marking Full court press Half court press Variety of zonal defences Box and 1 2- 1-2 Combination of man to man and zonal Fast break Attacking formations horseshoe</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Basketball their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity</p>

		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	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Fitness</p>	<p>Fitness meets the following aspects of the national curriculum</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>HIT Training – to include Tabata workouts, Joe Wicks, P90X – Students will learn the benefits and risks of HIT.</p> <p>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.</p> <p>Specificity training – students to recap different principles and types of training and design a training session to cater for their needs.</p> <p>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.</p> <p>Fitness challenges e.g.</p> <ol style="list-style-type: none"> 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 	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will be assessed on their application of the essential knowledge against given criteria</p>	<p>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.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>Throughout KS4 our emphasis shifts away from the application and understanding of physical competence and over to ensuring sustained physical activity. The promotion of this as part of a healthy lifestyle is a priority.</p> <p>The emphasis within lessons shifts towards strategic and tactical application of the essential knowledge within a range of conditioned games. This leads to the full format of competitive sports being experienced by students.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>
HT1 HT2 HT3 HT4	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Table Tennis</p>	<p>Table Tennis meets the following aspects of the national curriculum</p>	<p>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.</p>	<p>Formative assessment</p> <p>During each of the Table Tennis lessons within the</p>	<p>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.</p>

		<p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Formal scoring systems in singles and doubles Alternate hitting in doubles</p> <p>Tactics and strategies Disguised shots</p> <p>Singles Move your opponent to widest spaces Bring opponent to the net before a smash Send opponent away from the table before drop shot</p> <p>Doubles Return to the hitter to create congestion between opponents. Vacate the space quickly after hitting your shot</p>	<p>sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Table Tennis and their application of the essential knowledge will be assessed against given criteria</p>	<p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>
<p>HT1 HT2 HT3 HT4</p>	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Badminton</p>	<p>Badminton meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Formal scoring systems</p> <p>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.</p>	<p>Formative assessment</p> <p>During each of the Badminton lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p>	<p>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.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p>

		<p>achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>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</p>	<p>Students will engage in a competitive game of Badminton and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>
<p>HT1 HT2 HT3 HT4</p>	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Dodgeball</p>	<p>Dodgeball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Double hit Adapted rules for conditioned games</p> <p>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</p> <p>Benchball/dodgeball Hoop game Last man standing King</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Dodgeball and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will</p>

					remain physically active throughout life.
			<p>Athletics</p> <p>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</p> <p>Long distance 800m, 1500m Pace yourself throughout the race Save enough energy at the end of the race to have a sprint finish if needed</p> <p>Shot 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</p> <p><i>KS4 possibly progress to spin technique</i></p> <p>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 discus is released at a 45-degree angle</p> <p><i>KS4 include rotation before throw.</i></p> <p>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)</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Tennis and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>

			<p>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.</p> <p>Maintain a controlled increasing speed throughout the run-up.</p> <p>Stage three</p> <p>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.</p> <p>Keep driving the right leg forwards and upwards and the javelin pointing in the direction of the throw.</p> <p>Stage four</p> <p>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.</p> <p>At the same time, push off the left leg and take a longer, flatter drive step off the right leg.</p> <p>Begin to lean back and land the left leg in front of the right leg before the right foot touches the ground.</p> <p>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.</p> <p>Stage five</p> <p>Bring the left leg forward and land flat-footed with toes pointing forward.</p> <p>Keep the left leg braced and straight and the left leg lands soon after the right foot.</p> <p>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.</p> <p>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.</p> <p>The delivery arm must start its final action when the hand is above the shoulder.</p> <p>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.</p> <p>Hurdles</p> <p>Run with controlled speed at the hurdle.</p> <p>As you approach the hurdle, drive up your rear leg up and forwards.</p> <p>At the same time, raise your front knee up and extend the leg parallel to the floor.</p> <p>As you pass over the hurdle, thrust your front leg over the barrier.</p> <p>At the same time, pull your rear leg up at the knee and turn the foot outward.</p> <p>As you clear over the hurdle bring your back foot into your bottom and swing the leg round and forwards.</p> <p>Drive your front leg downwards towards the track and on impact, swing your opposite arm backwards to pull the trail leg forwards.</p> <p>Sprint away from the hurdle.</p>		
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			<p>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.</p> <ul style="list-style-type: none"> You are ready to jump at approximately one metre past the first post and an arm's length away from the mat. <p>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.</p> <p>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.</p> <p>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</p>		
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<p>HT5 HT6</p>	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Tennis</p>	<p>Tennis meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Formal scoring system Full serving rules Doubles rules and serve rotation</p> <p>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</p> <p>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</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Tennis and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>
<p>HT5 HT6</p>	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Softball</p>	<p>Softball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to</p>	<p>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.</p> <p>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.</p>	<p>Formative assessment</p> <p>During each of the Softball lessons within the sequence, students will be</p>	<p>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.</p>

		<p>overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Tagging</p> <p>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 1st base combination. Cover fielding Batting placement to support teammates base running</p>	<p>provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Softball their application of the essential knowledge will be assessed against given criteria</p>	<p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>
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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)
HT1 HT2 HT3 HT4	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Netball</p>	<p>Netball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p>	<p>Formative assessment</p> <p>During each of the Netball lessons within the sequence, students will be provided with formative assessment focusing on their</p>	<p>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.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p>

		<p>through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Rules</p> <p>Formal positions</p> <p>Replaying the ball</p> <p>Contact</p> <p>Footwork</p> <p>Obstruction</p> <p>3 seconds with the ball</p> <p>Offside</p> <p>Tactics and strategies</p> <p>Zonal and man to man marking</p> <p>Backline pass tactics</p> <p>Centre pass tactics</p> <p>Double marking from backline</p> <p>Channels</p> <p>Sideline pass</p> <p>Shooting- Passing the ball out the circle to get closer to the goal and stepping in</p> <p>GA and GS working together in the circle</p> <p>Use of square and straight passing to eliminate interception from opposition</p>	<p>application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Netball their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>
<p>HT1</p> <p>HT2</p> <p>HT3</p> <p>HT4</p>	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Football</p>	<p>Football meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons. Students will create their own warm up, skills practice and will develop their own tactics to use in games.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules</p> <p>Offside rule</p> <p>Direct and Indirect free kicks</p> <p>Tactics and strategies.</p> <p>Formation selection based upon team strengths and objectives.</p> <p>Evaluation of effectiveness of chosen strategies and adaptations made where appropriate.</p> <p>Possession football – utilising the width and depth of the pitch – This can be enhanced using two ball game and corner goals.</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Football their application of the</p>	<p>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.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>The emphasis within lessons shifts towards strategic and tactical application of essential knowledge within a range of conditioned games. This leads</p>

		<p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p>	<p>essential knowledge will be assessed against given criteria</p>	<p>to the full format of competitive sports being experienced by students.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>
<p>HT1 HT2 HT3 HT4</p>	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Volleyball</p>	<p>Volleyball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Serving and rotation</p> <p>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</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Volleyball their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>

<p>HT1 HT2 HT3 HT4</p>	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Trampolining</p>	<p>Trampolining meets the following aspects of the national curriculum</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Tariff system for scoring routines alongside performance score.</p> <p>Development of essential knowledge and strategies to achieve enhanced scores.</p> <p>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.</p> <p>Front somersault Back Somersault Front drop half twist to back drop Cat's Cradle Cat twist Roller Turntable half and full.</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in an assessed sequence to demonstrate their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>
<p>HT1 HT2 HT3 HT4</p>	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Benchball</p>	<p>Benchball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Tactics and strategies</p>	<p>Formative assessment</p> <p>During each of the Benchball lessons within the sequence, students will be provided with formative assessment focusing on their application and understanding of</p>	<p>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.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>Throughout KS4 our emphasis shifts away from the development of physical</p>

		<p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Using players with height advantage to defend Appropriate selection of first bench player Bench players to block defender to reach back and score. Keeping strongest players to the last Use of bench width to create space / score Man to man marking Zonal defending</p>	<p>each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Benchball their application of the essential knowledge will be assessed against given criteria</p>	<p>competence and over to ensuring sustained physical activity. The promotion of this as part of a healthy lifestyle is a priority.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>
<p>HT1 HT2 HT3 HT4</p>	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Basketball</p>	<p>Basketball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Back court violation 3 second rule 28 second shot clock Time out</p> <p>Tactics and strategies Roles and responsibilities of key positions (forward, centre, guard). Man to man marking Full court press Half court press Variety of zonal defences Box and 1 2- 1-2 Combination of man to man and zonal</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Basketball their application of the essential knowledge will be</p>	<p>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.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>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.</p>

		and activities outside school through community links or sports clubs	Fast break Attacking formations horseshoe 1-3-1 1-2-2	assessed against 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.

		<p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Formal scoring systems</p> <p>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.</p> <p>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</p>	<p>sequence, students will be provided with formative assessment focusing on their application and understanding of each essential knowledge point</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Badminton and their application of the essential knowledge will be assessed against given criteria</p>	<p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>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.</p> <p>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 PE becomes more focused, as they are able to pursue the activities they are more likely to continue with throughout life.</p>
<p>HT1 HT2 HT3 HT4</p>	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Dodgeball</p>	<p>Dodgeball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Double hit Adapted rules for conditioned games</p>	<p>Formative assessment</p> <p>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</p>	<p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p>

		<p>previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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</p> <p>Benchball/dodgeball Hoop game Last man standing King</p>	<p>Summative assessment</p> <p>Students will engage in a competitive game of Dodgeball and their application of the essential knowledge will be assessed against given criteria</p>	<p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p> <p>In KS4 students experience of</p>
<p>HT5 HT6</p>	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Tennis</p>	<p>Tennis meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Formal scoring system Full serving rules Doubles rules and serve rotation</p> <p>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</p> <p>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</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Tennis and their application of the essential knowledge will be assessed against given criteria</p>	<p>PE becomes more focused, as they are able to pursue the activities they are more likely to continue with throughout life.</p> <p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will</p>

			<p>Hit ball through the middle</p> <p>Passing shots down the line</p> <p>Chip and charge</p> <p>Lobbing net player- when this occurs partners need to switch sides</p> <p>Communication between partners</p> <p>Covering the tramlines</p> <p>Poaching the net when getting the opportunity to do so</p>		<p>remain physically active throughout life.</p> <p>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.</p>
HT5 HT6	<p>Students will develop knowledge through a series of lessons focusing on:</p> <p>Softball</p>	<p>Softball meets the following aspects of the national curriculum</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team sports</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>This enables students to:</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>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.</p> <p>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.</p> <p>An increasing level of independence will characterise all KS4 lessons.</p> <p>In addition to rehearsing the essential knowledge and techniques that they learned throughout KS3, students will develop the following essential knowledge:</p> <p>Rules Tagging</p> <p>Tactics and strategies</p> <p>Bowling strategies – offside/onside – determining the hitting side.</p> <p>Stealing bases</p> <p>Positions and roles of all team players</p> <p>Teamwork as fielders i.e. Backstop and 1st base combination.</p> <p>Cover fielding</p> <p>Batting placement to support teammates base running</p>	<p>Formative assessment</p> <p>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</p> <p>Summative assessment</p> <p>Students will engage in a competitive game of Softball their application of the essential knowledge will be assessed against given criteria</p>	<p>They select activities that motivate them to participate in PE and physical activity.</p> <p>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.</p> <p>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.</p> <p>Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce young people who will remain physically active throughout life.</p>
Year 10 Sports Coaching Principles (WJEC) & GCSE PE EDUQAS					
	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	<p>Students study a topic of work focusing on:</p> <p>Unit 3 Coaching Principles</p> <p>Knowledge of the skills and responsibilities of a sports coach.</p> <p>Understand the coaching process</p> <p>Be able to coach.</p> <p>Review coaching performance.</p>	<p>Unit 3 Coaching Principles</p> <p>TASK 1</p> <p>Knowledge of the skills and responsibilities of a sports coach.</p> <p>Understand the coaching process.</p> <p>Be able to coach.</p> <p>Review coaching performance.</p> <p>TASK 2</p>	<p>Coaching Skills Communication (verbal and non-verbal), how they can affectively use in a coaching session.</p> <p>organisation (before, during and after coaching session), why it is so important when delivering affective session.</p> <p>Adaptability, Flexibility, empowerment, Knowledge of subject & Analytical skills</p> <p>Responsibilities of a coach - Health and safety, Risk assessment, Safeguarding facilities, equipment,</p> <p>Professional conduct – rules/laws of the game to keep them safe. Correct dress and use of language</p> <p>Meeting the needs of the participants - Age, Gender, Ability, Experience, and how you must adapt the coaching sessions depending on the participants.</p> <p>Stages of a coaching session – pulse raiser, mobility, stretching, dynamic movements, skill rehearsal, conditioned practice, cool down, wet weather alternative.</p>	<p>Formative assessments will take place every lesson. They will take the form of questioning, recall tasks and assessment of application of essential knowledge.</p> <p>Summative Assessment will be cumulative and will test the understanding of essential knowledge at the end of each unit.</p> <p>Students will complete written pieces that will form part of their coursework.</p>	<p>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.</p> <p>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 theory-based side reinforces the skills a coach needs to deliver a good coaching session.</p> <p>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.</p>
HT2	<p>Students study a topic of work focusing on:</p> <p>Coaching Principles</p> <p>Knowledge of the skills and responsibilities of a sports coach.</p> <p>Understand the coaching process.</p> <p>Be able to coach.</p>	<p>Unit 3 Coaching Principles</p> <p>TASK 2</p> <p>Knowledge of the skills and responsibilities of a sports coach.</p> <p>Understand the coaching process.</p> <p>Be able to coach.</p> <p>Review coaching performance.</p>	<p>Planning a coaching session - Brining it all together - Designing a coaching program</p> <p>Delivery of a coaching session (Demonstration) - Practical recording of coaching delivery TASK 3 = ongoing in practical session up to HT5</p> <p>reviewing your coaching session Aims and objectives of session. Impact on the participants The coaches performance and meeting the demands of the participants.</p>	<p>Formative assessments will take place every lesson. They will take the form of questioning, recall tasks and assessment of application of essential knowledge.</p> <p>Summative Assessment will be cumulative and will test the understanding of</p>	<p>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</p> <p>Unit 3 of the coursework is taught after Unit 2 which enables the students to put prior knowledge gained from Unit 2 into practice.</p> <p>Unit 3 is the practical element of the course and should be completed by the end of</p>

	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 theory-based 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.
HT3 & HT4	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
HT5		<p>Completion of Unit 3</p> <p>Task 4</p>	<p>Practical recording of coaching delivery Task 3</p> <p>Review and Evaluation of coaching session. Looking at coaches feedback, participants feedback, video analysis feedback, self-assessment and offering suggestions for improvement. (Task 4)</p>	<p>Summative Assessment will be cumulative and will test the understanding of essential knowledge at the end of each unit.</p> <p>Students will complete written pieces that will bring this knowledge together once they have analysed their video of their coaching session</p>	<p>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.</p> <p>Once the video is ready for viewing the students must complete task 4 by evaluating their own performance and offer suggestion for improvement.</p> <p>This will be done ready to send of Unit 3 to the exam board.</p> <p>Analysing performance strategies will provide a sound platform for Btec students to build on when they have review performances during lessons and coursework tasks</p>
HT6	<p>Students study a topic of work focusing on:</p> <p>Improving Sporting Performance</p> <p>Understand how to measure sporting performance.</p>	<p>Unit 2 Improving Sporting performance</p> <p>TASK 2</p> <p>Analysis of sporting performance.</p> <p>Learners will need to recognize strengths and weaknesses of the tests including reliability and validity.</p> <p>Psychological procedures used to</p>	<p>Health testing – PARQ, BMI, Heart rate monitors Spirometer</p> <p>Practical fitness testing – Multistage Fitness test, vertical jump test, hand grip dynamometer, Illinois test, sprint tests</p> <p>Lifestyle Choices – how to monitor training through - training diary, nutrition diary & BMI</p> <p>Psychological Questionnaires - Sport competition anxiety test (SCAT) and the competitive state anxiety inventory (CSAI-2)</p> <p>Sporting behavior observations – Behavioral Real time and video analysis</p> <p>Technical & Tactical Notational analysis, Observational analysis, Video analysis</p>	<p>Formative assessments will take place every lesson. They will take the form of questioning, recall tasks and assessment of application of essential knowledge.</p> <p>Summative Assessment will be cumulative and will test the understanding of essential knowledge at the end of each unit.</p>	<p>This knowledge builds on students learning within PE lessons in KS3. Examples in KS3 would be teachers giving 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.</p> <p>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 coaching experiences when</p>

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

<p>HT2</p>	<p>Students study a topic of work focusing on:</p> <p>Improving Sporting Performance</p> <p>Be able to review options for improvements in sporting performance.</p>	<p>Unit 2 Improving Sporting performance</p> <p>TASK 4 Strategies for analysing sporting performance</p> <p>Analyse and review the performance data.</p> <p>Review options for improvement in performance</p>	<p>SWOT analysis - strengths, weaknesses, opportunities and threats in as a way to analyses their training program</p> <p>Review – summaries the different strategies available to improving performance and offer suggestions for further improvement.</p> <p>Goal Setting – SMART, short-term goal, long term targets</p>	<p>Formative assessments will take place every lesson. They will take the form of questioning, recall tasks and assessment of application of essential knowledge.</p> <p>Summative Assessment will be cumulative and will test the understanding of essential knowledge at the end of each unit.</p> <p>Students will complete written pieces that will bring this knowledge together</p>	<p>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.</p> <p>The students need to analysis their training programs and review their effectiveness.</p> <p>They need to bring it all together and offer further suggestions for improvement.</p> <p>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.</p>
<p>HT3</p>	<p>Students study a topic of work focusing on:</p> <p>Skeletal System</p> <p>Muscular System</p>	<p>Unit 1 Fitness for Sport</p>	<p>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</p> <p>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.</p> <p>Synovial joints synovial - ball and socket = hip & shoulder. Hinge = elbow, knee Types of movement at different joints including flexion, extension, adduction, abduction, circumduction, rotation.</p> <p>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.</p> <p>Muscle fibres – slow/fast type I, type II.</p>	<p>Formative assessments will take place every lesson. They will take the form of questioning, recall tasks and assessment of application of essential knowledge.</p> <p>Summative Assessment will be cumulative and will test the understanding of essential knowledge at the end of each unit.</p>	<p>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</p> <p>Muscles bones and movement is foundation knowledge that will be built upon in future units of work.</p>

			<p>Characteristics and their function within a variety of sports and aerobic and anaerobic exercise. The function of ligaments and tendons.</p> <p>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).</p>	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.
HT4	<p>Students study a topic of work focusing on:</p> <p>Cardiovascular system</p>	Unit 1 Fitness for Sport	<p>Intro to the cardiovascular system and its importance in sport and its effects on exercise</p> <p>Structure of the cardiovascular system - heart, blood, veins, arteries & capillaries. The process of how blood is transported around the body.</p> <p>Function of the cardiovascular system – aerobic capacity. What factors allow athletes to work harder for longer.</p> <p>Blood Flow – systolic and diastolic, double circulation – double pump, pathway of blood to allow gaseous exchange.</p> <p>Cardiac valves – training zones, aerobic and anaerobic, linked to heart rate, HR monitors.</p> <p>Structure of the respiratory system - Bronchus, bronchioles, alveoli, ribs, diaphragm. Pressure differences to allow the mechanisms of breathing.</p> <p>Function of the respiratory system – VO₂ Max, oxygen debt, recovery during and after exercise. Measurement of how athletes can cope aerobically.</p>	<p>Formative assessments will take place every lesson. They will take the form of questioning, recall tasks and assessment of application of essential knowledge.</p> <p>Summative Assessment will be cumulative and will test the understanding of essential knowledge at the end of each unit.</p> <p>Students will complete written pieces that will bring this knowledge together</p>	<p>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</p> <p>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.</p> <p>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.</p>
HT5	<p>Students study a topic of work focusing on:</p> <p>Energy systems</p> <p>Types of fitness / training</p>	Unit 1 Fitness for Sport	<p>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.</p> <p>The 3 energy systems – ATP – PC system, Lactic acid system & Aerobic system and how it changes due to intensity and duration.</p> <p>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</p>	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

			<p>Health related Components of fitness – cardiovascular endurance, muscular endurance, strength, stamina and their importance in physical activity</p> <p>Skill related components of fitness - speed, agility, power, co-ordination, balance and their importance in physical activity.</p>	<p>Summative Assessment will be cumulative and will test the understanding of essential knowledge at the end of each unit.</p> <p>Students will complete written pieces to bring this knowledge together (BIAT)</p>	<p>referred to across all KS 3 lessons during Q & A when staff highlight different components needed in different sports and positions.</p> <p>Energy system is the natural progression to move onto after the cardiorespiratory system as this is the basis for intensity of exercise.</p> <p>This naturally leads into components of fitness</p> <p>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 sport.</p>
HT5	<p>Students study a topic of work focusing on:</p> <p>Training programmes</p>	<p>Unit 1 Fitness for Sport</p>	<p>SMART Targets Used to support Goal setting– Specific, Measurable, Achievable, Realistic, Time-phased. How they are used to motivate performance in sport</p> <p>Designing training programmes Students to design a training programme following the principles of training S-Specificity P-Progression O-Overload V-Variance Develop Progressive Overload- By following Frequency, intensity and Duration</p> <p>Brining it all together – Reviewing links between Muscle, Bone, Movement, fitness testing, training and adaptations to training relating it to intensity and duration of exercise</p>	<p>Formative assessments will take place every lesson. They will take the form of questioning, recall tasks and assessment of application of essential knowledge.</p> <p>Summative Assessment will be cumulative and will test the understanding of essential knowledge at the end of each unit.</p>	<p>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 KS3 lessons would be designing a fitness training session for you to improve a component of fitness using the FIT principle. Frequency, Intensity or time.</p> <p>Finally concluding with Personal setting of smart targets after analysis of fitness test results linking to methods of training using the FIT principles of overload.</p> <p>All this essential knowledge is included in KS5. It is developed</p>

				Students will complete written pieces that will form part of their coursework.	in greater depth in KS5 lessons with regards to training, overload using FIT principle and the adaptations that happen through 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		<p>UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING</p> <p>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).</p> <p>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).</p> <p>Positive risk-taking activities: participation in outdoor and adventurous activities, endorphin release, improved confidence.</p> <p>Government recommendations/guidelines: UK Government recommendations (physical activity, alcohol, healthy eating).</p> <p>A2 Negative lifestyle factors and their effects on health and well-being</p> <p>Understand the factors contributing to an unhealthy lifestyle.</p> <p>Smoking: health risks associated with smoking (CHD, cancer, lung disease, bronchitis, infertility).</p> <p>Alcohol: health risks associated with excessive alcohol consumption (stroke, cirrhosis, hypertension, depression).</p>	<p>Formative assessment</p> <p>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.</p> <p>Summative assessment</p> <p>Cumulative end of unit tests will provide summative assessments to determine the understanding of essential</p>	Introduction to the course requires health factors to be understood alongside the key features and functions of the skeletal system

		<p>Stress: health risks associated with excessive stress (hypertension, angina, stroke, heart attack, stomach ulcers, depression). Sleep: problems associated with lack of sleep (depression, overeating). Sedentary lifestyle: health risks associated with inactivity.</p> <p>A The effects of exercise and sports performance on the skeletal system</p> <p>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.</p> <p>Areas of the skeleton to include axial skeleton, appendicular skeleton, spine, curves of the spine, neutral spine alignment, postural deviations (kyphosis, scoliosis).</p> <p>Process of bone growth – osteoblasts, osteoclasts, epiphyseal plate.</p> <p>A2 Function of skeletal system Understand how the functions of the skeleton and bone types are used in sporting actions and exercise.</p> <ul style="list-style-type: none"> • Functions of the skeleton when performing sporting techniques and actions: <ul style="list-style-type: none"> supporting framework protection attachment for skeletal muscle source of blood cell production store of minerals leverage weight bearing reduce friction across a joint. <ul style="list-style-type: none"> • Main functions of different bone types when performing sporting techniques and actions: <ul style="list-style-type: none"> long bones – provides leverage, red blood cell production short bones – weight bearing flat bones – protection sesamoid bones – reduce friction across a joint. <p>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).</p>	<p>knowledge of students</p>	
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			<p>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, plantarflexion, lateral flexion, horizontal flexion and horizontal extension, hyperextension, abduction, adduction, horizontal abduction and adduction, rotation, circumduction).</p> <p>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.</p> <p>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.</p> <p>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.</p>		
<p>HT2</p>	<p>Unhealthy Lifestyles Screening processes for training Muscular system Cardiovascular system</p>		<p>A2 Negative lifestyle factors and their effects on health and well-being</p> <p>Understand the factors contributing to an unhealthy lifestyle.</p> <ol style="list-style-type: none"> 1. Smoking: health risks associated with smoking (CHD, cancer, lung disease, bronchitis, infertility). 2. Alcohol: health risks associated with excessive alcohol consumption (stroke, cirrhosis, hypertension, depression). 3. Stress: health risks associated with excessive stress (hypertension, angina, stroke, heart attack, stomach ulcers, depression). 4. Sleep: problems associated with lack of sleep (depression, overeating). 5. Sedentary lifestyle: health risks associated with inactivity. <p><u>B Understand the screening processes for training programming</u></p> <p>B1 Screening Processes</p>	<p>Formative assessment</p> <p>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.</p> <p>Summative assessment</p>	<p>HT2 is where healthy and unhealthy factors are compared and considered. This allows us to build towards preparing for training using screening processes. The muscular system and how it combines with the skeletal system to produce movement is now considered too.</p>

		<p>Be able to interpret the lifestyle of a selected individual using appropriate screening documentation and know when to refer the individual to a doctor.</p> <ol style="list-style-type: none"> 1. Screening questionnaires: lifestyle questionnaires, physical activity readiness questionnaires (PAR-Q). 2. Legal considerations: informed consent form, data protection, client confidentiality. <p>B2 Health monitoring tests</p> <p>Be able to interpret health monitoring results of a selected individual using normative data and make appropriate recommendations.</p> <ol style="list-style-type: none"> 1. <u>Blood pressure.</u> 2. <u>Resting heart rate.</u> 3. <u>Body mass index (BMI).</u> 4. <u>Waist to hip ratio.</u> <p>B3 Interpreting the results of health monitoring tests</p> <p>Be able to interpret health monitoring data against health norms and make judgements.</p> <p><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.</p> <p>B The effects of exercise and sports performance on the muscular system</p> <p>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.</p> <p>B2 Major skeletal muscles of the muscular system Major skeletal muscles and their combined use in a range of sporting actions.</p> <p>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.</p> <p>B3 Antagonistic muscle pairs Movement of muscles in antagonistic pairs and their use in a variety of sporting actions. Agonist. Antagonist.</p>	<p>Cumulative end of unit tests will provide summative assessments to determine the understanding of essential knowledge of students</p>	
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		<p>Synergist. Fixator.</p> <p>B4 Types of skeletal muscle contraction Understand skeletal muscle contraction in different sporting actions. Isometric. Concentric. Eccentric.</p> <p>B5 Fibre types Understand fibre type recruitment during exercise and sports performance. Characteristics of each muscle fibre type: type I type IIa type IIx. Nervous control of muscle contraction (all or none law).</p> <p>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).</p> <p>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.</p> <p>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.</p>			
HT3	Nutrition Respiratory System Cardiovascular system		<p><u>C Understand programme-related nutritional needs</u></p> <p>C1 Common terminology Understand common nutritional terminology.</p> <p>1. <u>Recommended daily allowance (RDA), energy measures (calories, joules, kilocalories, kilojoules).</u></p>	<p>Formative assessment</p> <p>During all lessons within the sequence, students will be provided with formative</p>	<p>Nutrition is looked at in more detail here as students get a deeper understanding of how it links to training and fitness.</p> <p>Respiratory and cardiovascular systems are now considered as they combine to ensure energy can be produced from the</p>

			<p>2. <u>Energy balance: basal metabolism, age, gender, climate, physical activity, calories used in different activities (intensity and length of time).</u></p> <p>C2 Components of a balanced diet</p> <p>Understand the requirements of a balanced diet.</p> <ol style="list-style-type: none"> 1. <u>Macronutrients</u> (carbohydrates, fats, protein), sources of food for each macronutrient, quantities. 2. <u>Micronutrients</u> (vitamins A, B, C and D, minerals calcium, iron), sources of food for each micronutrient, quantities. 3. <u>Hydration</u> (different requirements of fluid intake: climate, levels of exercise, programme type, time of year). 4. <u>The effects on performance of dehydration and hyperhydration</u> and the signs and symptoms of each. <p>C3 Nutritional strategies for individuals taking part in training programmes</p> <ol style="list-style-type: none"> 1. Understand different strategies used on an individual basis by: <ol style="list-style-type: none"> a. <u>adapting diet to gain or lose weight.</u> 2. Understand the use of ergogenic aids used in training programmes including positive and negative effects, and recommended timings: <ol style="list-style-type: none"> a. <u>energy gels and bars</u> b. <u>protein drinks</u> c. <u>carbohydrate loading.</u> 3. Understand the use of sports drinks for different types of training requirements including recommended timings and amounts: <ol style="list-style-type: none"> a. <u>isotonic</u> b. <u>hypertonic</u> c. <u>hypotonic.</u> <p>C The effects of exercise and sports performance on the respiratory system</p> <p>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).</p> <p>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.</p>	<p>assessments focusing on their application and understanding of each essential knowledge point. This may be through questioning or written feedback.</p> <p>Summative assessment</p> <p>Cumulative end of unit tests will provide summative assessments to determine the understanding of essential knowledge of students</p>	<p>nutrition by combining it with oxygen.</p>
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			<p>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).</p> <p>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).</p> <p>C5 Responses of the respiratory system to a single sport or exercise session Increase in breathing rate. Increased tidal volume.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
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		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
HT4	<p>Training methods Types of Fitness</p> <p>Effects of exercise on cardiovascular and respiratory sys</p>	<p><u>D Examine training methods for different components of fitness</u></p> <p>D1 Components of fitness to be trained</p> <ol style="list-style-type: none"> 1. Physical fitness – understand the components of physical fitness and the application of each component in a fitness training context. <ol style="list-style-type: none"> 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. 	<p>Formative assessment</p> <p>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</p>	<p>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</p>

			<p>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.</p> <p>e. Speed: the ability to move the whole body quickly or move limbs rapidly.</p> <p>f. Body composition: the relative ratio of fat-to-fat-free mass (vital organs, muscle, bone) in the body.</p> <p>D1.1 Skill-related fitness</p> <p>Understand the components of skill-related fitness and the application of each component in a fitness training context.</p> <ol style="list-style-type: none"> 1. Agility: the ability of a sports performer to quickly and precisely move or change direction without losing balance or time. 2. Balance: static and dynamic balance, the ability to maintain centre of mass over a base of support. 3. Coordination: the ability to control movement of two or more body parts, smoothly and efficiently to perform a motor task. 4. 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. <p>D2 Training methods for physical fitness-related components</p> <ol style="list-style-type: none"> 1. Appropriate training methods to be included in the design of a training programme. 2. Indoor and outdoor environments to be considered, with associated equipment, to allow for a variety of methods of exercising. 3. Advantages and disadvantages of training methods to be considered when applied to a specific sport and exercise goal. <p>D2.1 Aerobic endurance training methods</p> <p>Aerobic endurance training methods and their application to a practical context.</p> <ol style="list-style-type: none"> 1. Principles of aerobic training: training thresholds, percentage of heart rate max. 2. Types of aerobic endurance training methods: <ol style="list-style-type: none"> a. continuous training – training at a steady pace at moderate intensity for a minimum period of 30 minutes b. fartlek training – the intensity of training is varied by running at different speeds or over different terrains c. interval training – a work period followed by a rest or recovery period d. circuit training – different stations/exercises are used to develop aerobic endurance. 3. Equipment required for aerobic endurance training: gym-based, outdoor-based. <p>D2.2 Muscular strength training methods</p> <p>Muscular strength training methods and their application to a practical context.</p> <ol style="list-style-type: none"> 1. 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. 3. Equipment: free weights, fixed resistance machines. 	<p>questioning or written feedback.</p> <p>Summative assessment</p> <p>Cumulative end of unit tests will provide summative assessments to determine the understanding of essential knowledge of students</p> <p>PPE</p>	
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D2.3 Muscular endurance training methods

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

1. **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.

1. **Principles.**
2. **Methods:** pilates, yoga, gym-based exercises (plank, bridge, V-sit).
3. **Equipment:** 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.

1. **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.

			<p>C The effects of exercise and sports performance on the respiratory system</p> <p>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).</p> <p>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.</p> <p>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).</p> <p>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).</p> <p>C5 Responses of the respiratory system to a single sport or exercise session Increase in breathing rate. Increased tidal volume.</p> <p>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.</p> <p>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.</p> <p>D The effects of sport and exercise performance on the cardiovascular system D1 Structure of the cardiovascular system</p>		
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			<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
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<p>HT5</p>	<p>Training Programme design Energy Systems</p>		<p><u>E Understand training programme design</u></p> <p>E1 Principles of fitness training programme design</p> <p>Be able to design a fitness training programme including all the major components.</p> <ol style="list-style-type: none"> 1. Fitness training programme design: <ol style="list-style-type: none"> a. aims – details of what they would like to achieve b. objectives – how they intend to meet their aims c. personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER) d. resources required – facilities and equipment. 2. Principles of training: FITT principles (frequency, intensity, time and type of exercise used in the exercise sessions), additional principles of training (specificity, overload, progression, reversibility, rest and recovery, adaptation, variation, individual needs). 3. Periodisation: macrocycle, mesocycle, microcycle. <p>E The effects of exercise and sports performance on the energy systems</p> <p>E1 The role of ATP in exercise</p> <p>Understand the role of adenosine triphosphate (ATP) for muscle contraction for exercise and sports performance. Immediately accessible form of energy for exercise. Breakdown and resynthesis of ATP for muscle contraction.</p> <p>E2 The ATP-PC (alactic) system in exercise and sports performance</p> <p>understand the role of the ATP-PC system in energy production for exercise and sports performance. Anaerobic. Chemical source (phosphate and creatine). Resynthesis of ATP. Recovery time. Contribution to energy for exercise and sports performance (duration and intensity of exercise).</p> <p>E3 The lactate system in exercise and sports performance</p> <p>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).</p> <p>E4 The aerobic system in exercise and sports performance</p>	<p>Formative assessment</p> <p>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.</p> <p>Summative assessment</p> <p>Cumulative end of unit tests will provide summative assessments to determine the understanding of essential knowledge of students</p>	<p>Student combine all the areas they have studied so far and use them to produce a training programme which includes the key elements of training programmes.</p> <p>Students learn about the various energy systems and how they produce energy in different ways and in different scenarios.</p>
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HT6	.		<p>During Term 6 students will complete a variety of revision sessions and past papers to ensure they are fully prepared for their external assessments.</p>	<p>Formative assessment</p> <p>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.</p> <p>Summative assessment</p>	<p>All elements of the course are used during the external assessments that students will complete.</p>

				<p>Cumulative end of unit tests will provide summative assessments to determine the understanding of essential knowledge of students</p> <p>Students will complete written pieces that will bring this knowledge together</p> <p>PPE</p>	
YEAR 13					
	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)
			Currently no Yr 13 Btec course. This area will be populated when the next optional units of work have been decided.		