



## **Curriculum Overview**

## PHYSICAL EDUCATION - KS3 BOYS





## **Curriculum Overview KS3 Boys**

Subject: PE

Year group	Topic and length	Key Words	Key Skills	Key Knowledge	Assessments	Cultural Capital	Links to NC
Year 7	Badminton 4	Racket	Core skills; grip of	Individual Game fundamentals- rallies	Formative assessment	Badminton	Use a range
Teal 7	weeks	Shuttlecock	racket, forehand shot,	Students should be able to articulate the	Reviewing performance in	Club Fri	of tactics and
		Grip	backhand shot, service,	difference between rallies and matches.	rallies in comparison to	Lunchtime Ht1	strategies to
		Footwork	return, overhead shot,	Students should be able to describe, and	your personal best.		overcome
		Rallies	underarm shot, rules of	comment upon performance of others in			opponents in
		Matches	singles and doubles	relation to gripping the racquet and	Summative assessment		direct
		Serve	badminton	footwork/ effective movement around court.	Demonstrate your ability		competition
		Overarm	Advanced skills;	Students should be able to identify 2 distinct	to perform as a		through team
		Forehand	overhead clear,	types of serve. They should understand basic	performer, an official, and		and individual
		Backhand	underarm clear, drop	rules about serving and scoring systems.	an organiser, in		games.
		Warm up	shot	Exercising safely: Students should be familiar	conditioned and		
			Officiating: Understand	with what is meant by a 'three-part warm	traditional badminton		Take part in
			the scoring system,	up'	games.		sports and
			understand the court		How can you apply the		activities
			layout, understand the		knowledge we have		outside
			rules, communicate		gained, to the		school
			with players scores and		performance of yourself		through
			decisions, decide who		or a peer, in badminton?		community
			has won the point, deal				links or sports
			with disputes over				clubs.
			decisions				
Year 8	Badminton 4	Racket	Core skills; grip of	Individual game fundamentals-	Formative assessment	Badminton	Use a range
	weeks	Shuttlecock	racket, forehand shot,	Attacking/Defending	around various shots, rule	Club Fri	of tactics and
		Tramlines	backhand shot, service,		understanding, shot	Lunchtime Ht1	strategies to
		Power	return, overhead shot,	Shot selection/ Shot execution: Students	selection and shot		overcome
		Wrist	underarm shot, rules of	should be able to list the three main types of	execution. Application of		opponents in
		Flick	singles and doubles	shot in badminton. They should be able to	tactics/ appreciation of		direct
		Communication	badminton	explain how these shots could be applied to	attack and defence.		competition
		Officiate	Advanced skills;	attacking and defensive situations in			through team
		Selection	overhead clear,	badminton matches.	Summative assessment		





Success underarm clear, drop Court positioning: Studenets should be able In small groups,	and individual
Decision making shot to explain the significance of court demonstrate your	·     •
Officiate Officiating: Understand positioning, and where you may look to to perform safely a	
Clear the scoring system, move in attacking/ defensive situations effectively in a bad	minton Take part in
Dropshot understand the court within a point. tournament.	sports and
Smash layout, understand the Officiating: Students should show You should particular	larly activities
'T' rules, communicate understanding of the basic rules/regulations pay attention to the	e outside
with players scores and and apply them in competitive practices following areas:	school
decisions, decide who Personal Qualities: Students should be Group warm up	through
has won the point, deal beginning to show knowledge of Tournament organ	isation community
with disputes over communication; and of how effective The safety of yours	self and links or sports
decisions communication with others can affect others	clubs.
performance Showing your skills	and
<b>Exercising safely:</b> Students should be able to knowledge as both	a
explain some health and safety performer and an	official.
considerations that need to be taken when	
participating in badminton lessons in PE-	
including warm up, personal equipment,	
appreciation of others, and safe use of	
space/ equipment	
Year 9 Badminton 4 Racket Core skills; grip of Individual game fundamentals - outwitting Formative assessn	nent Badminton Use a range
weeks         Shuttlecock         racket, forehand shot,         an opponent         around various shot	ots, rule   Club Fri   of tactics and
Recoil backhand shot, service, In addition to knowledge from year 8, understanding, sho	t Lunchtime Ht1 strategies to
Follow through return, overhead shot, students should be given opportunity to selection, shot exe	cution, overcome
Tramlines underarm shot, rules of develop understanding in the following use of disguise who	ere opponents in
Power singles and doubles areas: appropriate.; use of	of a direct
Wrist badminton combination of sho	ots in competition
Flick Advanced skills; Students should be able to articulate what is order to outwit an	through team
Communication overhead clear, meant by the word 'disguise' and be able to opponent. Application	tion of and individual
Officiate underarm clear, drop give a practical example of how it may be tactics/ appreciation	on of games.
Selection shot used in badminton. situations in badm	inton.
Success Officiating: Understand	Take part in
Outwit the scoring system, Students should be able to offer feedback in Verbal analysis of	sports and
Communicate understand the court terms of "what went well", but also "next performance in rel	ation activities
Decision making layout, understand the steps for development" to another to feedback	outside
Officiate rules, communicate performer. conversations.	school





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			with players scores and				through
			decisions, decide who		Summative assessment		community
			has won the point, deal		In small groups,		links or sports
			with disputes over		demonstrate your ability		clubs.
			decisions		to perform safely and		
					effectively in a badminton		
					tournament.		
					You should particularly		
					pay attention to the		
					following areas:		
					Individual warm up,		
					Tournament organisation,		
					The safety of yourself and		
					others,		
					Showing your skills and		
					knowledge as a		
					performer, a coach, and		
					an official.		
7	Dance	4-coumt/ 8-count	Core skills:	Dance Introduction to contemporary	Formative assessment:	Information	perform
	4 weeks	Bars	Performance of motif		will focus on rhythm,	shared as to	dances using
		Narrative	movements	Students should be able to describe dance	creativity of performers	where in the	advanced
		Theme	Simple gestures and	using various 'SLAE' terminology and	within a group setting,	community	dance
		Choreography	stillness	phrases.	and ability to	students can	techniques
		Motif	Travel uniformly		choreograph core or	access dance	within a
		Agility	(synchronised) with	Students should be able to identify a motif in	advanced skills into their	should they	range of
		Alignment	rhythm	various dances. They should know how	performance.	wish to	dance styles
		Balance	Advanced skills:	dance is choreographed and how dancers		participate	and forms
		Control	Performance of motif	learn sequences.	Summative assessment:	more in the	
		Coordination	movements with	·	Using ideas and actions	activity.	
		Flexibility	expression and narrative		learned so far, perform	•	
		Isolation	Advanced gestures and		your dance to 'Thriller'.	Extra-	
		<b>G</b> esture	stillness showing		This should show the	curricular club	
1		Stillness	flexibility, posture,		following: Timed	exploring a	
		Travelling	strength, control and/or		introduction; gestures	variety of	
		Elevation (jumps)	level change.		and stillness (4 bars)	dance styles.	





		<b>F</b> alling	Travel individually as		Travel (4 bars)		
		<b>T</b> urns.	part of a wider group		Motif (4 bars)		
		Spatial	performance. This may				
		awareness.	include mirror or				
		Rhythm	cannon.				
8	Gymnastics	Unison	Core Skills:	<b>Gymnastics- Travel and Balance</b>	Assess pupils appreciation	KS3	develop their
	4 weeks	Cannon	Tuck Jump	AOP:Students should be able to	of performance and ways	Trampoline	technique
		Step	Star Jump	identify the strengths and	of improving.	club	and improve
		Leap	Half turn	weaknesses of themselves and	Create simple routines for		their
		Turn	Full turn	others in practices. They should	individual and partner		performance
		Spin	Cat leap	offer a partner suggestions for	work.		in other
		Movement	Log roll	improvement			competitive
		Expression	Teddy bear roll				sports
		Timing	Forward roll	Students should demonstrate			
		Counting	Backward roll	communication skills with others to			
		Beats	Cartwheel	positively affect performance.			
		Rhythm	Handstand				
		Narrative	Round-off	Students should know how to			
		Theme	Bridge	safely? They should demonstrate an			
		Choreography	Bridge kick over	awareness of the safety of			
		Setting	Advanced Skills	themselves and others.			
		Story	Pike Jump				
		Motif	Straddle Jump				
			Jump 1 ½ turn				
			Split Leap				
			Backward				
			Walkover				
			Forward				
			Walkover				
			Handspring				
			Hand stand –				
			forward roll				
			Backward roll-				
			handstand				





Year 9	Handball	Hip Pass	Core Skills	Team Game Fundamentals-	Demonstrate your ability	View Olympic	Use a range
		Shoulder Pass	Range of	<b>Outwitting an Opponent</b>	outwit an opposing team	final on	of tactics and
		Bounce Pass	passes	Students should be able to explain	through pass, dribble and	YouTube.	strategies to
		Jump pass	demonstrated	the game of handball with	shoot in handball.		overcome
		Side pass	in conditioned	reference to the following key	Think about your role in		opponents in
		Shoot	situations on	areas:	the team in terms of		direct
		Zonal Defence	the move	Number of players/ number of	moving the ball on		competition
		Transition	Advanced skills	substitutes.	transition with speed and		through team
		Footwork	Range of	Rules around steps and dribble.	control.		and individual
		dribble	passes	Rules around shooting and the	When on defence, can		games
			demonstrated	goalkeeper.	you defend your zone		
			in conditioned	Various passes that may be used.	effectively?		
			situations at	Advice as to which passes re most			
			speed with	likely to be successful and why.			
			control and	The importance of transition in			
			fluency	handball and reference similarities/			
				differences between futsal and			
				basketball			
Year 7	Rugby 3	Target	Core Skills:	Tem Game fundamentals-	Formative assessment	Information	Use a range
	weeks	Space	Catch and pass	<u>Possession</u>	Tackling a partner safely	shared as to	of tactics and
		Overload	the ball over a	Students should be able to identify	in an isolated and	where in the	strategies to
		Hips	variety of	rules regarding passing, and to	conditioned situation.	community	overcome
		Tackle	distances,	tackling safely.	Passing forwards while	students can	opponents in
		Support	evasive	Students should understand how to	moving backwards.	access rugby	direct
		Width	running, side	score a 'try' in rugby; and be able to	Carrying ball into contact	union and or	competition
		Rook	step, tackle	identify strategies to minimise	and maintaining	rugby league	through team
		Offside	side on, tackle	space as a team when defending in	possession after having	should they	and individual
			head on, tackle	rugby.	been tackled.	wish to	games.
			behind, how to	Once in a tackled position, students		participate	
			land when	should be able to explain and/ or	Summative assessment	more in the	Take part in
			tackled	demonstrate techniques that can	Through tag or contact	sport	sports and
				be used to retain possession	rugby; demonstrate your		activities
			<u>Advanced</u>		ability to maintain		outside
			<u>Skills</u> : Be able		possession, and to gain		school





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			to draw an opponent and make a pass to beat them, scissors, loop, off load	Decision making and tactics: In a game situation when to pass and when to run, where, as a support runner, they can be most effective.	territorial advantage for your team in rugby.		through community links or sports clubs.
Year 8	Rugby 3 weeks	Target Space Overload Hips Tackle Support Width Rook Offside Knock onm	Core Skills: Catch and pass the ball over a variety of distances, evasive running, side step, tackle side on, tackle head on, tackle behind, how to land when tackled  Advanced Skills: Be able to draw an opponent and make a pass to beat them, scissors, loop, off load	Team Game fundamentals- Attacking and defending  In addition to key knowledge at year 7, students should understand times where it may be appropriate to kick in rugby; and factors to evaluate including 'offisde' and 'knock on'.  The rook scenario may be developed to allow one person to oppose the ruck. Students may therefore apply knowledge of tactics to retain possession in this scenario	Formative assessment Tackling a partner safely in an isolated and conditioned situation. Passing forwards while moving backwards at speed with control. Support play. Carrying ball into contact and maintaining possession through support play after a team mate has been tackled  Summative assessment Through tag or contact rugby; demonstrate your ability to maintain possession, and to gain territorial advantage for your team in rugby. Kicking from own third and one person opposed rook over the tackled player allowed.	Information shared as to where in the community students can access rugby union and or rugby league should they wish to participate more in the sport	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.  Take part in sports and activities outside school through community links or sports clubs.
Year 9	Rugby 3 weeks	Target Space Overload Hips	<u>Core Skills:</u> Pass Receive Tackle	Team Game fundamentals- Outwitting an Opponent	Formative assessment Tackling a partner safely in an isolated and conditioned situation.	Information shared as to where in the community	Use a range of tactics and strategies to overcome





		Tackle	Present the ball	In addition to key knowledge at	Passing forwards while	students can	opponents in
		Support	Kicking	year 7 and 8, students should	moving backwards at	access rugby	direct
		Width	Onside/ offside	understand times where it may be	speed with control.	union and or	competition
		Rook	Offside/ Offside	appropriate to form a maul in	Support play.		through team
		Offside		· · ·	Carrying ball into contact	rugby league should they	and individual
			A diverse and	rugby, and how to do this safely and		•	
		Knock on	<u>Advanced</u>	effectively to outwit an opponent	and maintaining	wish to	games.
		Maul	<u>Skills</u> :	and gain territory/ create space.	possession through	participate	
			Side step		support play after a	more in the	Take part in
			Scisors	The rook scenario may be	teammate has been	sport	sports and
			Change of pace	developed to allow one person to	tackled		activities
			Formation of	oppose the ruck. Students may			outside
			maul in	therefore apply knowledge of	Summative assessment		school
			competitive	tactics to retain possession in this	Through contact rugby;		through
			situations	scenario	demonstrate your ability		community
			Overloads		to maintain possession,		links or sports
			Steal ball		and to gain territorial		clubs.
					advantage for your team		
					in rugby. Kicking allowed.		
					1 person opposed rook		
					over the tackled player		
					allowed.		
					3 or 5 man scrum and		
					maul introduced		
Year 7	Outdoor	Listen	Map reading	Team Building	What Personal Qualities	Awareness of	take part in
	Adventurous	Encourage	Communication		and physical attributes	local municipal	outdoor and
	Activities	Reasoning	Teamwork	Students should be able to explain the	can you bring to your	park	adventurous
		Determined	Problem	concept of teamwork and give practical	team?		activities
		Respectful	solving	examples of how and why these skills are	Use teamwork,		which present
	Field Trip 1/2	Aerobic fitness	Empathy	important in physical activity settings.	communication, problem		intellectual
	day –	Navigate	Resilience	Students should be able to work together to	solving and		and physical
	Introduction	North	Determination	navigate maps and find control markers.	encouragement to help		challenges
	to	East		Students should be able to articulate basic	yourself and others		and be
	Orienteering	South		map skills including how to 'thumb the map';	succeed in the given tasks		encouraged
		West		and how navigate using cardinal points			to work in a
							team,
							building on





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Y8/Y9	Outdoor Adventurous Activities	Listen Encourage Reasoning Determined Respectful Aerobic fitness Navigate North East South West North East South East South West North West North West Physical Fitness	Map reading Communication Compass skills Teamwork Problem solving Empathy Resilience Determination	Orienteering In addition to knowledge at year 7, students at this stage should be able to describe the able of rotation (360 degrees) in relation to a compass. They should also be able to explain intercardinal direction and discuss the relative importance of components of fitness to the success in orienteering	Personal Qualities  Application of Skills and Knowledge  Can you read maps to identify landmarks and complete courses of varying difficulty? Can you combine this knowledge with your physical fitness levels to compete against other individuals and groups within timed orienteering races?	Awareness of local municipal park	trust and developing skills to solve problems, either individually or as a group take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
Year 7	Health Related Exercise 3 weeks	Fitness testing Circuit training Work ethic dedication Components of physical fitness: Aerobic Endurance	Physical attributes refer to the components of physical and skill related fitness.	Students should know a variety of fitness tests, and be able to link these to components of fitness.  Students should be able to identify a range of and training methods.  Students should develop an understanding of their fitness levels	Assessment to be made in an ongoing manner with criteria shared withstudents on a lesson by lesson basis.		Analyse performances compared to previous ones and demonstrate improvement to achieve





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	Muscular	Physical:	in context of normative data and		their personal
	Endurance	Strength,	sporting performance.		best
	Strength	speed,			
	Speed	muscular	Students should demonstrate basic		
	Flexibility	endurance,	understanding of exercise in		
	Agility	aerobic	relation to the FITT principles		
	Balance	endurance,			
	Co-ordination	flexibility, body			
	Reaction times	composition.			
	Power	composition.			
	Continuous	<u>Skill Related</u> :			
	training	Co-ordination,			
	Pacing	power, agility,			
	Heart rate	reaction times,			
	Body temperature	balance.			
	Breathing rate	bulariec.			
	Aerobic	<u>Psychological</u>			
	endurance	<u>attributes</u> refer			
	Pacing	to skill			
	Interval Training recovery	application,			
	recovery	and personal			
		qualities in PE			
		4.00.000			
		Work-ethic and			
		dedication			
		knowledge and			
		understanding			
		of the theory of			
		fitness training			
		(ability to			
		interpret			
		fitness test			
		results, set			
		realistic targets			
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			for improvement, understanding of a variety of training methods including circuit training, interval training and continuous training.  Immediate effects of exercise on the body.			
Year 8	Health Related	Fitness testing Circuit training	<u>Physical</u> <u>attributes</u> refer	Students should know a variety of fitness tests, and be able to link	Assessment to be made in an ongoing manner with	Analyse performances
	Exercise 3	Work ethic	to the	these to components of fitness.	criteria shared with	compared to
	weeks	dedication	components of	They should be able to describe	students on a lesson-by-	previous ones
		Components of physical fitness:	physical and	factors affecting the reliability of fitness test results	lesson basis.	and demonstrate
		Aerobic	skill related	inness test results		improvement
		Endurance	fitness.	Students should be able to describe		to achieve
		Muscular	Physical:	a range of and training methods;		their personal
		Endurance	Strength,	showing some understanding of		best
		Strength	speed,	effects on the body		
		Speed Flexibility Agility Balance	muscular endurance, aerobic	Students should be able to comment on their own progress in relation to the components of		
		Co-ordination	endurance,	fitness		





Reaction times	flexibility, body			
Power	composition.	Students should demonstrate		
Continuous		understanding of exercise in		
training	<u>Skill Related</u> :	relation to the FITT principles and		
Pacing	Co-ordination,	link training methods to		
Heart rate	power, agility,	underpinning fitness for sports;		
Body temperature	reaction times,	using practical examples.		
Breathing rate	balance.			
Aerobic				
endurance	<u>Psychological</u>			
Pacing	<u>attributes</u> refer			
Interval Training	to skill			
recovery	application,			
	and personal			
	qualities in PE			
	Work-ethic and			
	dedication			
	knowledge and			
	understanding			
	of the theory of			
	fitness training			
	(ability to			
	interpret			
	fitness test			
	results, set			
	realistic targets			
	for			
	improvement,			
	understanding			
	of a variety of			
	training			
	methods			
	iliculous			





			including circuit training, interval training and continuous training.  Immediate effects of exercise on the body.			
Year 9	Health Related Exercise 3 weeks	Fitness testing Circuit training Work ethic dedication Components of physical fitness: Aerobic Endurance Muscular Endurance Strength Speed Flexibility Agility Balance Co-ordination Reaction times Power Continuous training Pacing Heart rate Body temperature	Physical attributes refer to the components of physical and skill related fitness.  Physical: Strength, speed, muscular endurance, aerobic endurance, flexibility, body composition.  Skill Related: Co-ordination, power, agility,	Students should know a variety of fitness tests, and be able to link these to components of fitness. They should be able to describe factors affecting the validity and reliability of fitness test results  Students should be able to describe a range of and training methods; showing understanding of immediate effects and long term benefits on the body  Students should be able to comment on their own progress in relation to the components of both physical and skill-related fitness  Students should demonstrate deeper understanding of exercise in relation to the FITT principles and link training methods to	Assessment to be made in an ongoing manner with criteria shared with students on a lesson-by-lesson basis.	Analyse performances compared to previous ones and demonstrate improvement to achieve their personal best





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Breathing rate	reaction times,	underpinning fitness for sports;			
Aerobic	balance.	using practical examples.			
endurance					
Pacing	<u>Psychological</u>				
Interval Training	<u>attributes</u> refer				
recovery	to skill				
	application,				
	and personal				
	qualities in PE				
	Work-ethic and				
	dedication				
	knowledge and				
	understanding				
	of the theory of				
	fitness training				
	(ability to				
	interpret				
	fitness test				
	results, set				
	realistic targets				
	for				
	improvement,				
	improvement,				
	understanding				
	of a variety of				
	training				
	methods				
	including circuit				
	training,				
	interval				
	training and				
	training and				





			continuous training.				
Year 7	Basketball 4 weeks	Rebound Pass Dribble Shoot Triple Threat Set shot Jump shot Lay-up Travel Contact Double dribble Decision making Movement Disguise Fluency Control Rule recognition	training.  Immediate effects of exercise on the body.  Core Skills: Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass, crossover dribble, hesitation dribble, rebounding. Advanced Skills: Triple Threat, Lay-up, Outlet pass, through the leg dribble, spin	Team Game Fundamentals- possession Students should have knowledge of basic rules of basketball including travel, double dribble and contact violations.  Students should be able to explain passing and movement strategies for retaining possession; making reference to various passes and movement both on and off the ball	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. Pupils are to develop their knowledge and understanding of the rules in basketball.	Talk from representative from Phillips Ball Hall.  Basketball extracurricular clubs/ Teams during the academic year.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.  Take part in sports and activities outside school through
			dribble, round the back dribble.				community links or sports clubs.
Year 8	Basketball 4 weeks	Rebound Pass Dribble	Core Skills: Pivot, Set Shot, Jump shot,	Team Game fundamentals- Attacking and defending	To demonstrate the ability to outwit an opponent in a game	Talk from representative from Phillips	Use a range of tactics and strategies to
		Shoot Triple Threat Set shot	Chest Pass, bounce pass, shoulder pass,	Students should have knowledge of defensive strategy including man to	situation using the appropriate skills and techniques. Pupils are to	Ball Hall.	overcome opponents in direct





		Jump shot Lay-up Travel Contact Double dribble Decision making Movement Disguise Fluency Control Rule recognition	crossover dribble, hesitation dribble, rebounding. Advanced Skills: Triple Threat, Lay-up, Outlet pass, through the leg dribble, spin dribble, round the back dribble.	man full court and half court defence. Students should have knowledge of attacking principles including transition, fast break and spacing. Students should be able to rationalise decision making and, using practical examples, know when to pass, dribble and shoot.	develop their knowledge and understanding of the rules in basketball.	Basketball extra-curricular clubs/ Teams during the academic year.	competition through team and individual games.  Take part in sports and activities outside school through community links or sports clubs.
Year 9	Basketball 4 weeks	Rebound Pass Dribble Shoot Triple Threat Set shot Jump shot Lay-up Travel Contact Double dribble Decision making Movement Disguise Fluency Control Rule recognition	Core Skills: Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass, crossover dribble, hesitation dribble, rebounding. Advanced Skills: Triple Threat, Lay-up, Outlet pass, through the leg dribble, spin dribble, round the back dribble.	Team Game Fundamentals. Outwitting an opponent  Students should have knowledge of defensive strategy including half court, full court, man to man and zonal defence. Students should have knowledge of attacking principles including transition, fast break and spacing. Students should understand what a 'screen; is in basketball, and how it can be used to outwit an opponent. Students should be able to further rationalise decision making and, using practical examples, know when to pass, dribble and shoot.	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. Pupils are to develop their knowledge and understanding of the rules in basketball.	Basketball extra- curricular clubs/ Teams during the academic year.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.  Take part in sports and activities outside school through community links or sports clubs.





Υ7	Table Tennis 3 weeks	Forehand Backhand Push Paddle Rhythm Serve Co-ordination Agility Umpire	Individual Game fundamentals- rallies Students should understand the concept of rhythm and co-ordination in maintaining a rally. Students should be able to define key terms (agility, reaction times, co-ordination) and give practical examples as to why these are useful in table tennis performance. Students should have knowledge of simple scoring systems and rules for games	Demonstrate your ability to maintain rallies with growing success. Show your knowledge of terminology, skills, components of fitness to participate in a singles tournament.	Minority and emerging sports	Develop technique and performance in other competitive sports
Υ8	Table Tennis 3 weeks	Forehand Backhand Push Paddle Rhythm Serve Co-ordination Agility Umpire Doubles	Individual Game Fundamentals- Attacking and defending In addition to year 7 knowledge, students should be able to articulate positioning at the table in relation to attacking and defensive phases in a point.  Students should be able to explain the relative importance of various components of fitness in comparison to other individual and team games They should know rules relating to table tennis doubles as well as singles.	Demonstrate your ability to maintain rallies with growing success. Show your knowledge of terminology, skills, components of fitness to participate in a singles or doubles tournament.	Minority and emerging sports	Develop technique and performance in other competitive sports
<b>Y9</b>	Leadership 3 weeks	Plan Risk assessment Risk Hazard Pulse raiser Variety Static Dynamic Progressive drills	Students should understand the term risk assessment and be able to give a number of examples that a coach should need to consider when leading a sports session Students should have knowledge of a variety of activities they could use to appropriately warm up a group.  Students should know the benefits of a warm up.  Students should understand the concept of a three part lesson and be able to explain the term 'progressive drills'.	Demonstrate your ability to lead part or all of a session to a small group of students. Consider health and safety, and the three part session; can you lead effectively?	Knowledge of Leadership	Intellectual and physical challenges. Developing problem solving skills





Year 7	Football 4 Weeks	Pass Control Heading Shooting Dribbling Speed Agility Balance Power	Core Skills: Side foot pass both feet Lofted pass strong foot Chip Control with multiple body parts in isolated drills Advanced Skills: Lofted pass weak foot Fluency of control into transitional play Control with multiple body parts in competitive and game scenarios.	Students should be able to describe leadership stylers including 'autocratic', 'democratic' and 'lessee faire'  Team Game Fundamentals- Possession Students should be able to articulate: Rules of football Knowledge of warm ups / key muscle groups Components of fitness  Students should be familiar with a range of strategies to maximise ability to retain possession. Including: Short passing Off the ball movement Width Switch of play Communication Positions/ formations	Demonstrate the ability to retain possession in a practice and game situation using skills, techniques and knowledge. Link components of fitness to success in football skills and performance.	Football Clubs Inter form competition School Teams Links to Prestwich JFC	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.  Take part in sports and activities outside school through community links or sports clubs.
Year 8	Football 4 Weeks	Pass Control Heading Shooting Dribbling Speed Agility	Core Skills: Side foot pass both feet Lofted pass strong foot Chip	Team Game Fundamentals  Attacking and defending  Students should be able to articulate:  Rules of football including offside Knowledge of warmups/ key muscle groups	Demonstrate the ability to outwit an opponent in a practice and game situation using skills and techniques. Link components of fitness to success in	Football Clubs Inter form competition School Teams Links to Prestwich JFC	Use a range of tactics and strategies to overcome opponents in direct competition





		Balance	Control with	Components of fitness	football skills and		through team
		Power	multiple body		performance.		and individual
			parts in	Students should be familiar with a			games.
			isolated drills	range of strategies to maximise			
			<u>Advanced</u>	effectiveness in attacking and			Take part in
			<u>Skills:</u>	defensive situations. Including:			sports and
			Lofted pass	Attack:			activities
			weak foot	Tempo			outside
			Fluency of	Switch of play			school
			control into	Width			through
			transitional	Overload			community
			play	Change of pace			links or sports
			Control with	Defence:			clubs.
			multiple body	Marking			
			parts in	Maintaining shape			
			competitive	Jockeying			
			and game	Communication			
			scenarios.	Doubling up on influential players			
				where appropriate			
Year 9	Football 4	Pass	Core Skills:	Rules of football	Demonstrate the ability	Football Clubs	Use a range
	Weeks	Control	Side foot pass	Knowledge of warm ups and key	to outwit an opponent in	Inter form	of tactics and
		Heading	both feet	muscle groups	a practice and game	competition	strategies to
		Shooting	Lofted pass	Components of fitness	situation using skills and	School Teams	overcome
		Dribbling	strong foot		techniques.	Links to	opponents in
		Speed	Chip	Students should be familiar with a	Link components of	Prestwich JFC	direct
		Agility	Control with	range of strategies and techniques	fitness to success in		competition
		Balance	multiple body	that a player or small group of	football skills and		through team
		Power	parts in	players could use to outwit an	performance.		and individual
			isolated drills	opponent			games.
			<u>Advanced</u>	Outwitting an opponent:			
			<u>Skills:</u>	Disguise			Take part in
			Lofted pass	Feints			sports and
			weak foot	Overloads			activities
			Fluency of	Agility			outside
			control into	Balance			school





			transitional play Control with multiple body parts in competitive and game scenarios.	Shielding Playing out from the back Target man			through community links or sports clubs.
Year 7	Cricket 4 weeks	Batting Bowling Fielding Variety Throwing Catching Long barrier Umpire	Core Skills Bowling underarm Bowling overarm Throwing and Catching (up to 10 m) Long barrier Grounding the bat Bat grip/ stance Wicket keeping  Advanced Skills Bowling with speed/spin Throwing overarm with accuracy Catching + 10m Batting off the front and back foot Shot selection	Maintaining posession  Students should be familiar with knowledge including:  Catching technique Throwing technique Retrieval technique How to protect the wicket when batting Backing up both as a batter and a fielder	Show your ability to perform, and to officiate a game of partner's cricket  Can you minimise runs when bowling and fielding? Use a variety of shots off the front and back foot as appropriate to score runs with your partner.  Can you explain the following terms, when asked, as a group? What is the difference between a bowl and a chuck? Why is the long barrier a useful fielding technique? Can you explain some key rules and scoring systems of cricket?	Cricket Club lunchtimes summer term Cricket Team  Information about cricket in the community Prestwich CC Leadership opportunity Bury SSP Primary School Festival	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.  Take part in sports and activities outside school through community links or sports clubs.





Year 8	Cricket 4	Batting	Core Skills	Attacking and defending	Show your ability to	Cricket Club	Use a range
	weeks	Bowling	Bowling underarm		perform, and to officiate	lunchtimes	of tactics and
		Fielding	Bowling overarm	In addition to Y7 knowledge, students should	a game of partner's	summer term	strategies to
		Variety	Throwing and Catching	be familiar with knowledge including:	cricket		overcome
		Throwing	(up to 10 m)			Cricket Team	opponents in
		Catching	Long barrier	Varying length of bowling	Can you minimise runs		direct
		Long barrier	Grounding the bat	Walking in as a fielder	when bowling and		competition
		Umpire	Bat grip/ stance	Various attacking and defensive shots off	fielding? Use a variety of	Information	through team
			Wicket keeping	front and back foot	shots off the front and	about cricket	and individual
				Grounding the bat to minimise time taken to	back foot as appropriate	in the	games.
			Advanced Skills	run singles	to score runs with your	community	
			Bowling with speed/spin		partner.	Prestwich CC	Take part in
			Throwing overarm with				sports and
			accuracy		Can you explain the	Leadership	activities
			Catching + 10m		following terms, when	opportunity	outside
			Batting off the front and		askes, as a group?	Bury SSP	school
			back foot		Grounding the bat on	Primary School	through
			Shot selection		runs	Festival	community
					Why would a bowler try		links or sports
					to vary length of bowl		clubs.
					within an over?		
					What shots have you		
					learned about in this		
					unit?		
Year 9	Cricket 4	Batting	Core Skills	Outwitting opponent	Show your ability to	Cricket Club	Use a range
	weeks	Bowling	Bowling underarm		perform, and to officiate	lunchtimes	of tactics and
		Fielding	Bowling overarm	In addition to Y7/8 knowledge, students	a game of partner's	summer term	strategies to
		Variety	Throwing and Catching	should be familiar with knowledge including:	cricket		overcome
		Throwing	(up to 10 m)	Spin bowling technique		Cricket Team	opponents in
		Catching	Long barrier	Fielding modifications for spin bowling	Can you minimise runs		direct
		Long barrier	Grounding the bat	Different formats of cricket in the media	when bowling and		competition
		Umpire	Bat grip/ stance		fielding? Use a variety of	Information	through team
			Wicket keeping		shots off the front and	about cricket	and individual
					back foot as appropriate	in the	games.
			Advanced Skills				





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			Bowling with speed/spin Throwing overarm with accuracy Catching + 10m Batting off the front and back foot Shot selection		to score runs with your partner.  Can you discuss the following topics around cricket as a group? Different approaches to test v short format cricket. What shots have you learned about in this unit? How might a team field differently when they are using a spin bowler?	community Prestwich CC  Leadership opportunity Bury SSP Primary School Festival	Take part in sports and activities outside school through community links or sports clubs.
Year 7	Tennis 3 weeks	Grip Ready position Forehand Backhand Rally Officiate Underarm serve Return Flight of ball Top spin Space Movement Outwit Pace of ball Power Accuracy Finesse	Core Skills Grip Ready Position Backhand Forehand Underarm Serve  Advanced Skills Overarm Serve Drop shot Topspin Backspin	Students should have knowledge of 'ready position' and strategies they can take to maintain a rally in tennis. Students should be able to describe what a 'technically correct' rally between 2 competent tennis players would look like.  Students should know the basic rules/regulations and apply them in various situations  Students should have knowledge of exercising safely: articulating awareness of the safety of themselves and others during tennis activity	Progressive rallies in tennis. What level of rally can you get to as part of your skill specific warmup? Can you comment on the consistency and effectiveness of your ground strokes?  Describe the different court markings and when they are appropriate to the scoring of a tennis match.	Use of Tennis facility (Prestwich Tennis Club)  Extra Curricular lunchtime club summer term	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.  Take part in sports and activities outside school through community





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							links or sports clubs.
Year 8	Tennis 3	Grip	Core Skills	In addition to year 7 knowledge, students	Serving drill as part of a	Use of Tennis	Use a range
	weeks	Ready position	Grip	should understand when volleys are	skill specific warm up. Can	facility	of tactics and
		Forehand	Ready Position	appropriate, and describe when/ why it is	you serve from the	(Prestwich	strategies to
		Backhand	Backhand	advisable to approach the net in a point.	baseline with control and	Tennis Club)	overcome
		Rally	Forehand		speed?	,	opponents in
		Officiate	Underarm Serve	Students should know the objective of a		Extra-	direct
		Underarm serve		serve; and why a good serve is so beneficial.	King/Queen of the court.	Curricular	competition
		Return	Advanced Skills	, , ,	Can you participate	lunchtime club	through team
		Flight of ball	Overarm Serve		in/score accurately, some	summer term	and individual
		Top spin	Drop shot		small-sided tennis		games.
		Space	Topspin		matches?		
		Movement	Backspin				Take part in
		Outwit	'				sports and
		Pace of ball					activities
		Power					outside
		Accuracy					school
		Finesse					through
							community
							links or sports
							clubs.
Year 9	Tennis 3	Grip	Core Skills	In addition to year 7/8 knowledge, students	Knowledge and	Use of Tennis	Use a range
	weeks	Ready position	Grip	should show deeper understanding of the	understanding of rules in	facility	of tactics and
		Forehand	Ready Position	rules of tennis. Including traditional scoring	tennis.	(Prestwich	strategies to
		Backhand	Backhand	systems and tie-break scoring.		Tennis Club)	overcome
		Rally	Forehand		Know and demonstrate		opponents in
		Officiate	Underarm Serve	Students should be able to draw	the different types of shot	Extra-	direct
		Underarm serve		comparisons to other racquet sports by way	with control/ fluency/	Curricular	competition
		Return	Advanced Skills	of court positioning and attacking/ defensive	consistency	lunchtime club	through team
		Flight of ball	Overarm Serve	situations to outwit an opponent.		summer term	and individual
		Top spin	Drop shot				games.
		Space	Topspin				
		Movement	Backspin				Take part in
		Outwit					sports and
		Pace of ball					activities





Years 7	Athletics 3 weeks	Power Accuracy Finesse  Team work Grip Footwork Power Reaction times Acceleration Speed Pace Aerobic fitness Power Control Fluency	Javelin Sprinting/ sprint starts Shot put Middle distance running Discus Relay Change Overs	Students should have knowledge of rules and regulations with reference to a range of throwing events.  Students should have knowledge of their own stage of complexity in technique and be able to make informed choices when throwing for distance.  Students should be able to describe the downsweep relay changeover technique and explain its importance in the context of a sprint relay race.  Students should be able to demonstrate a sprint start and describe effective steps a performer should take when accelerating to full speed.  Students should demonstrate an understanding of the term 'pacing' and be able to apply it to the context of distance running.	Students will be aware of 'bronze' 'silver' and 'gold' standards to help motivate them toward enhancing their personal best.	Track and field events Market Street Track Bury AC Bury Schools Athletics Championships	outside school through community links or sports clubs.  Develop their technique and improve their performance in other competitive sports  Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best
Year 8	Athletics 3 weeks	Team work Grip Footwork Power Reaction times	Javelin Sprinting/sprint starts Shot put Middle distance running	In addition to knowledge at year 7, students should:	Students will be aware of 'bronze' 'silver' and 'gold' standards to help motivate them toward	Track and field events Market Street Track Bury AC	Develop their technique and improve their performance





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		Acceleration Speed Pace Aerobic fitness Power Control Fluency	Discus Relay Change Overs	Show increased justification of their technique and performance in relation to their past performances and personal bests.  Show developed use of feedback both of their own, and others, performance.  Show greater knowledge of their strengths and weaknesses in athletics when comparing and contrasting various events.	enhancing their personal best.	Bury Schools Athletics Championships	in other competitive sports  Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best
Year 9	Athletics 3 weeks	Team work Grip Footwork Power Reaction times Acceleration Speed Pace Aerobic fitness Power Control Fluency	Javelin Sprinting/ sprint starts Shot put Middle distance running Discus Relay Change Overs	In addition to knowledge at year 7/8, students should:  Show greater knowledge of their strengths and weaknesses in athletics when comparing and contrasting various events; referencing components of fitness.  Draw upon knowledge of components of fitness and physical/ Psychological attributes (AOF3) in performing at maximal levels.	Students will be aware of 'bronze' 'silver' and 'gold' standards to help motivate them toward enhancing their personal best.	Track and field events Market Street Track Bury AC Bury Schools Athletics Championships	Develop their technique and improve their performance in other competitive sports  Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best
Year 7	Rounders 4 weeks	Throwing Catching Batting	Core skills	Students should have knowledge of basic rules and regulations of rounders; including	Can you outwit an opponent in a game situation using a range of	Rounders club lunchtimes Summer term	Use a range of tactics and strategies to





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		Fielding Leg barrier Communication Grip Speed Reaction time Control Fluency.	Throwing and catching (up to 10m) For example base to base Batting stance Bowling Fielding position on base Fielding the outfield Leg barrier technique Advanced skills Batting with control and fluency Throwing and catching over 10m Bowling with speed and consistency Retrieving the ball with speed and efficiency	scoring systems and who is the scoring runner atg all times in arounders game.  Students should have knowledge of simple strategies to succeed when fielding and when batting in rounders  Students should be able to compare and contrast fielding skills with fielding skills and decision making in other striking and fielding games	bating, bowling and fielding techniques? Do you have a good understanding of the rules?		overcome opponents in direct competition through team and individual games.  Take part in sports and activities outside school through community links or sports clubs.
Year 8	Rounders 4 weeks	Throwing Catching Batting Fielding Leg barrier Communication Grip Speed Reaction time Control Fluency	Throwing and catching (up to 10m) For example base to base Batting stance Bowling Fielding position on base Fielding the outfield Leg barrier technique Advanced skills Batting with control and fluency Throwing and catching over 10m Bowling with speed and consistency	In addition to knowledge at year 7, students should be able to explain more complex rules and strategies of rounders; and how they relate to successful attack (striking) and/or defence (fielding)	Can you outwit an opponent in a game situation using a range of bating, bowling and fielding techniques? Do you have a good understanding of the rules?	Rounders club lunchtimes Summer term	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.  Take part in sports and activities outside school through





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			Retrieving the ball with				community
			speed and efficiency				links or sports
							clubs.
Year 9	Rounders 4	Throwing	Core skills	In addition to the knowledge shown at year	Can you outwit an	Rounders club	Use a range
	weeks	Catching	Throwing and catching	7 and 8 students should demonstrate further	opponent in a game	lunchtimes	of tactics and
		Batting	(up to 10m) For example	tactical awareness and be able to explain	situation using a range of	Summer term	strategies to
		Fielding	base to base	why having a fielder double up between 3 <sup>rd</sup>	bating, bowling and		overcome
		Leg barrier	Batting stance	and 4th base may be an efficient tactic to use	fielding techniques?		opponents in
		Communication	Bowling	when trying to minimise runs.	Do you have a good		direct
		Grip	Fielding position on		understanding of the		competition
		Speed	base	They should show increased understanding	rules?		through team
		Reaction time	Fielding the outfield	of team play on fielding through appropriate			and individual
		Control	Leg barrier technique	and accurate communication: Specifically			games.
		Fluency.	Advanced skills	adjusting the field for stronger batters and			
			Batting with control and	left handers.			Take part in
			fluency				sports and
			Throwing and catching				activities
			over 10m				outside
			Bowling with speed and				school
			consistency				through
			Retrieving the ball with				community
			speed and efficiency				links or sports
							clubs.