



# Curriculum Overview

## PHYSICAL EDUCATION – KS3 BOYS

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

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

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

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

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

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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 on	<p><b>Core Skills:</b> 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</p> <p><b>Advanced Skills:</b> Be able to draw an opponent and make a pass to beat them, scissors, loop, off load</p>	<p><b>Team Game fundamentals- Attacking and defending</b></p> <p>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 'offside' and 'knock on'.</p> <p>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</p>	<p><b>Formative assessment</b> 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</p> <p><b>Summative assessment</b> 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.</p>	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	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 9	Rugby 3 weeks	Target Space Overload Hips	<p><b>Core Skills:</b> Pass Receive Tackle</p>	<b>Team Game fundamentals- Outwitting an Opponent</b>	<b>Formative assessment</b> 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

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		<p>Tackle</p> <p>Support</p> <p>Width</p> <p>Rook</p> <p>Offside</p> <p>Knock on</p> <p>Maul</p>	<p>Present the ball</p> <p>Kicking</p> <p>Onside/ offside</p> <p><b><u>Advanced Skills:</u></b></p> <p>Side step</p> <p>Scissors</p> <p>Change of pace</p> <p>Formation of maul in competitive situations</p> <p>Overloads</p> <p>Steal ball</p>	<p>In addition to key knowledge at year 7 and 8, students should understand times where it may be appropriate to form a maul in rugby, and how to do this safely and effectively to outwit an opponent and gain territory/ create space.</p> <p>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</p>	<p>Passing forwards while moving backwards at speed with control.</p> <p>Support play.</p> <p>Carrying ball into contact and maintaining possession through support play after a teammate has been tackled</p> <p><b>Summative assessment</b></p> <p>Through contact rugby; demonstrate your ability to maintain possession, and to gain territorial advantage for your team in rugby. Kicking allowed. 1 person opposed rook over the tackled player allowed.</p> <p>3 or 5 man scrum and maul introduced</p>	<p>students can access rugby union and or rugby league should they wish to participate more in the sport</p>	<p>opponents in direct competition through team and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 7	<p><b>Outdoor Adventurous Activities</b></p> <p><b>Field Trip ½ day – Introduction to Orienteering</b></p>	<p>Listen</p> <p>Encourage</p> <p>Reasoning</p> <p>Determined</p> <p>Respectful</p> <p>Aerobic fitness</p> <p>Navigate</p> <p>North</p> <p>East</p> <p>South</p> <p>West</p>	<p>Map reading</p> <p>Communication</p> <p>Teamwork</p> <p>Problem solving</p> <p>Empathy</p> <p>Resilience</p> <p>Determination</p>	<p><b><u>Team Building</u></b></p> <p>Students should be able to explain the concept of teamwork and give practical examples of how and why these skills are important in physical activity settings.</p> <p>Students should be able to work together to navigate maps and find control markers.</p> <p>Students should be able to articulate basic map skills including how to ‘thumb the map’; and how navigate using cardinal points</p>	<p>What Personal Qualities and physical attributes can you bring to your team?</p> <p>Use teamwork, communication, problem solving and encouragement to help yourself and others succeed in the given tasks</p>	<p>Awareness of local municipal park</p>	<p>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on</p>

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							trust and developing skills to solve problems, either individually or as a group
Y8/ Y9	<b>Outdoor Adventurous Activities</b>	Listen Encourage Reasoning Determined Respectful Aerobic fitness Navigate North East South West North East South East South West North West Physical Fitness	Map reading Communication Compass skills Teamwork Problem solving Empathy Resilience Determination	<b><u>Orienteering</u></b>  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	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	<b>Health Related Exercise 3 weeks</b>	Fitness testing Circuit training Work ethic dedication Components of physical fitness: Aerobic Endurance	<b><u>Physical attributes</u></b> 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 with students on a lesson by lesson basis.		Analyse performances compared to previous ones and demonstrate improvement to achieve

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		Muscular Endurance Strength Speed Flexibility Agility Balance Co-ordination Reaction times Power Continuous training Pacing Heart rate Body temperature Breathing rate Aerobic endurance Pacing Interval Training recovery	<u>Physical:</u> Strength, speed, muscular endurance, aerobic endurance, flexibility, body composition.  <u>Skill Related:</u> Co-ordination, power, agility, reaction times, balance.  <u>Psychological attributes</u> refer 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	in context of normative data and sporting performance.  Students should demonstrate basic understanding of exercise in relation to the FITT principles			their personal best
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			<p>for improvement,</p> <p>understanding of a variety of training methods including circuit training, interval training and continuous training.</p> <p>Immediate effects of exercise on the body.</p>				
Year 8	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	<p><b>Physical attributes</b> refer to the components of physical and skill related fitness.</p> <p><u>Physical:</u>            Strength, speed, muscular endurance, aerobic endurance,</p>	<p>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 reliability of fitness test results</p> <p>Students should be able to describe a range of and training methods; showing some understanding of effects on the body</p> <p>Students should be able to comment on their own progress in relation to the components of fitness</p>	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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		Reaction times Power Continuous training Pacing Heart rate Body temperature Breathing rate Aerobic endurance Pacing Interval Training recovery	flexibility, body composition.  <u>Skill Related:</u> Co-ordination, power, agility, reaction times, balance.  <u>Psychological attributes</u> refer 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, understanding of a variety of training methods	Students should demonstrate understanding of exercise in relation to the FITT principles and link training methods to underpinning fitness for sports; using practical examples.			
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			<p>including circuit training, interval training and continuous training.</p> <p>Immediate effects of exercise on the body.</p>				
Year 9	Health Related Exercise 3 weeks	<p>Fitness testing</p> <p>Circuit training</p> <p>Work ethic</p> <p>dedication</p> <p>Components of physical fitness:</p> <p>Aerobic</p> <p>Endurance</p> <p>Muscular</p> <p>Endurance</p> <p>Strength</p> <p>Speed</p> <p>Flexibility</p> <p>Agility</p> <p>Balance</p> <p>Co-ordination</p> <p>Reaction times</p> <p>Power</p> <p>Continuous training</p> <p>Pacing</p> <p>Heart rate</p> <p>Body temperature</p>	<p><b>Physical attributes</b> refer to the components of physical and skill related fitness.</p> <p><u>Physical:</u> Strength, speed, muscular endurance, aerobic endurance, flexibility, body composition.</p> <p><u>Skill Related:</u> Co-ordination, power, agility,</p>	<p>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</p> <p>Students should be able to describe a range of and training methods; showing understanding of immediate effects and long term benefits on the body</p> <p>Students should be able to comment on their own progress in relation to the components of both physical and skill-related fitness</p> <p>Students should demonstrate deeper understanding of exercise in relation to the FITT principles and link training methods to</p>	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 Aerobic endurance Pacing Interval Training recovery	reaction times, balance.  <b><u>Psychological attributes</u></b> refer 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, understanding of a variety of training methods including circuit training, interval training and	underpinning fitness for sports; using practical examples.			
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			<p>continuous training.</p> <p>Immediate effects of exercise on the body.</p>				
<b>Year 7</b>	<b>Basketball 4 weeks</b>	Rebound Pass Dribble Shoot Triple Threat Set shot Jump shot Lay-up Travel Contact Double dribble Decision making Movement Disguise Fluency Control Rule recognition	<p><b>Core Skills:</b>            Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass, crossover dribble, hesitation dribble, rebounding.</p> <p><b>Advanced Skills:</b> Triple Threat, Lay-up, Outlet pass, through the leg dribble, spin dribble, round the back dribble.</p>	<p><b>Team Game Fundamentals- possession</b>            Students should have knowledge of basic rules of basketball including travel, double dribble and contact violations.</p> <p>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</p>	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 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.
<b>Year 8</b>	<b>Basketball 4 weeks</b>	Rebound Pass Dribble Shoot Triple Threat Set shot	<p><b>Core Skills:</b>            Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass,</p>	<p><b>Team Game fundamentals- Attacking and defending</b>            Students should have knowledge of defensive strategy including man to</p>	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. Pupils are to	Talk from representative from Phillips Ball Hall.	Use a range of tactics and strategies to overcome opponents in direct

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		<p>Jump shot Lay-up Travel Contact Double dribble Decision making Movement Disguise Fluency Control Rule recognition</p>	<p>crossover dribble, hesitation dribble, rebounding. <b>Advanced Skills:</b> Triple Threat, Lay-up, Outlet pass, through the leg dribble, spin dribble, round the back dribble.</p>	<p>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.</p>	<p>develop their knowledge and understanding of the rules in basketball.</p>	<p>Basketball extra-curricular clubs/ Teams during the academic year.</p>	<p>competition through team and individual games.  Take part in sports and activities outside school through community links or sports clubs.</p>
Year 9	Basketball 4 weeks	<p>Rebound Pass Dribble Shoot Triple Threat Set shot Jump shot Lay-up Travel Contact Double dribble Decision making Movement Disguise Fluency Control Rule recognition</p>	<p><b>Core Skills:</b> Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass, crossover dribble, hesitation dribble, rebounding. <b>Advanced Skills:</b> Triple Threat, Lay-up, Outlet pass, through the leg dribble, spin dribble, round the back dribble.</p>	<p><b>Team Game Fundamentals. Outwitting an opponent</b>  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.</p>	<p>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.</p>	<p>Basketball extra-curricular clubs/ Teams during the academic year.</p>	<p>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.</p>

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Y7	Table Tennis 3 weeks	Forehand Backhand Push Paddle Rhythm Serve Co-ordination Agility Umpire		<b>Individual Game fundamentals- rallies</b> 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
Y8	Table Tennis 3 weeks	Forehand Backhand Push Paddle Rhythm Serve Co-ordination Agility Umpire Doubles		<b>Individual Game Fundamentals- Attacking and defending</b> 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
Y9	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

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				Students should be able to describe leadership styles including 'autocratic', 'democratic' and 'laissez faire'			
<b>Year 7</b>	<b>Football 4 Weeks</b>	Pass Control Heading Shooting Dribbling Speed Agility Balance Power	<b><u>Core Skills:</u></b> Side foot pass both feet Lofted pass strong foot Chip Control with multiple body parts in isolated drills <b><u>Advanced Skills:</u></b> Lofted pass weak foot Fluency of control into transitional play Control with multiple body parts in competitive and game scenarios.	<b><u>Team Game Fundamentals- Possession</u></b> 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.
<b>Year 8</b>	<b>Football 4 Weeks</b>	Pass Control Heading Shooting Dribbling Speed Agility	<b><u>Core Skills:</u></b> Side foot pass both feet Lofted pass strong foot Chip	<b><u>Team Game Fundamentals Attacking and defending</u></b> 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

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

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			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.
<b>Year 7</b>	<b>Cricket 4 weeks</b>	Batting Bowling Fielding Variety Throwing Catching Long barrier Umpire	<b><u>Core Skills</u></b> Bowling underarm Bowling overarm Throwing and Catching (up to 10 m) Long barrier Grounding the bat Bat grip/ stance Wicket keeping  <b><u>Advanced Skills</u></b> Bowling with speed/spin Throwing overarm with accuracy Catching + 10m Batting off the front and back foot Shot selection	<b><u>Maintaining possession</u></b>  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.

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<b>Year 8</b>	<b>Cricket 4 weeks</b>	Batting Bowling Fielding Variety Throwing Catching Long barrier Umpire	<b><u>Core Skills</u></b> Bowling underarm Bowling overarm Throwing and Catching (up to 10 m) Long barrier Grounding the bat Bat grip/ stance Wicket keeping  <b><u>Advanced Skills</u></b> Bowling with speed/spin Throwing overarm with accuracy Catching + 10m Batting off the front and back foot Shot selection	<b><u>Attacking and defending</u></b>  In addition to Y7 knowledge, students should be familiar with knowledge including:  Varying length of bowling Walking in as a fielder Various attacking and defensive shots off front and back foot Grounding the bat to minimise time taken to run singles	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? Grounding the bat on runs Why would a bowler try to vary length of bowl within an over? What shots have you learned about in this unit?	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.
<b>Year 9</b>	<b>Cricket 4 weeks</b>	Batting Bowling Fielding Variety Throwing Catching Long barrier Umpire	<b><u>Core Skills</u></b> Bowling underarm Bowling overarm Throwing and Catching (up to 10 m) Long barrier Grounding the bat Bat grip/ stance Wicket keeping  <b><u>Advanced Skills</u></b>	<b><u>Outwitting opponent</u></b>  In addition to Y7/8 knowledge, students should be familiar with knowledge including: Spin bowling technique Fielding modifications for spin bowling Different formats of cricket in the media	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	Cricket Club lunchtimes summer term  Cricket Team  Information about cricket in the	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.

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

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		Power Accuracy Finesse					outside school through community links or sports clubs.
<b>Years 7</b>	<b>Athletics 3 weeks</b>	Team work Grip Footwork Power Reaction times Acceleration Speed Pace Aerobic fitness Power Control Fluency	<b>Javelin</b> <b>Sprinting/ sprint starts</b> <b>Shot put</b> <b>Middle distance</b> <b>running</b> <b>Discus</b> <b>Relay Change Overs</b>	<p>Students should have knowledge of rules and regulations with reference to a range of throwing events.</p> <p>Students should have knowledge of their own stage of complexity in technique and be able to make informed choices when throwing for distance.</p> <p>Students should be able to describe the downsweep relay changeover technique and explain its importance in the context of a sprint relay race.</p> <p>Students should be able to demonstrate a sprint start and describe effective steps a performer should take when accelerating to full speed.</p> <p>Students should demonstrate an understanding of the term 'pacing' and be able to apply it to the context of distance running.</p>	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	<p>Develop their technique and improve their performance in other competitive sports</p> <p>Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best</p>
<b>Year 8</b>	<b>Athletics 3 weeks</b>	Team work Grip Footwork Power Reaction times	<b>Javelin</b> <b>Sprinting/ sprint starts</b> <b>Shot put</b> <b>Middle distance</b> <b>running</b>	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	<b>Discus</b> <b>Relay Change Overs</b>	<p>Show increased justification of their technique and performance in relation to their past performances and personal bests.</p> <p>Show developed use of feedback both of their own, and others, performance.</p> <p>Show greater knowledge of their strengths and weaknesses in athletics when comparing and contrasting various events.</p>	enhancing their personal best.	Bury Schools Athletics Championships	<p>in other competitive sports</p> <p>Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best</p>
<b>Year 9</b>	<b>Athletics 3 weeks</b>	Team work Grip Footwork Power Reaction times Acceleration Speed Pace Aerobic fitness Power Control Fluency	<b>Javelin</b> <b>Sprinting/ sprint starts</b> <b>Shot put</b> <b>Middle distance running</b> <b>Discus</b> <b>Relay Change Overs</b>	<p>In addition to knowledge at year 7/8, students should:</p> <p>Show greater knowledge of their strengths and weaknesses in athletics when comparing and contrasting various events; referencing components of fitness.</p> <p>Draw upon knowledge of components of fitness and physical/ Psychological attributes (AOF3) in performing at maximal levels.</p>	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	<p>Develop their technique and improve their performance in other competitive sports</p> <p>Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best</p>
<b>Year 7</b>	<b>Rounders 4 weeks</b>	Throwing Catching Batting	<u><b>Core skills</b></u>	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 <u><b>Advanced skills</b></u> 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 at all times in rounders 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	batting, 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.
<b>Year 8</b>	<b>Rounders 4 weeks</b>	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 <u><b>Advanced skills</b></u> 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 batting, 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 speed and efficiency				community links or sports clubs.
<b>Year 9</b>	<b>Rounders 4 weeks</b>	Throwing Catching Batting Fielding Leg barrier Communication Grip Speed Reaction time Control Fluency.	<b><u>Core skills</u></b> Throwing and catching (up to 10m) For example base to base Batting stance Bowling Fielding position on base Fielding the outfield Leg barrier technique <b><u>Advanced skills</u></b> Batting with control and fluency Throwing and catching over 10m Bowling with speed and consistency Retrieving the ball with speed and efficiency	In addition to the knowledge shown at year 7 and 8 students should demonstrate further tactical awareness and be able to explain why having a fielder double up between 3 <sup>rd</sup> and 4 <sup>th</sup> base may be an efficient tactic to use when trying to minimise runs.  They should show increased understanding of team play on fielding through appropriate and accurate communication: Specifically adjusting the field for stronger batters and left handers.	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 community links or sports clubs.

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