



Curriculum Overview

PHYSICAL EDUCATION – GIRLS (KS3)





Curriculum Overview KS3 Girls

Subject: PE

Year	Topic	Key Words	Key Skills	Key Knowledge	Assessments	Cultural	Links to NC
group	and length					Capital	
Year 7	Netball 4	Catch	Core skills:	Team game fundamentals- possession	To demonstrate the	Netball extra-	Use a range
	weeks	chest pass,	Footwork – stopping,	Students should be able to explain	ability to outwit an	curricular	of tactics and
		bounce pass,	landing & pivoting	the game of netball with reference	opponent in a game	clubs/ Teams	strategies to
		shoulder pass,	Attacking – dodging,	to the following key areas:	situation using the	during the	overcome
		overhead pass	drive	Markings of the court.	appropriate skills and	academic year.	opponents in
		space	Ball handling – catching	Number of players.	techniques. Pupils are to		direct
		communicate	whilst stationary	Playing positions and some	develop their knowledge	Elite level local	competition
			Passing over short	boundaries	and understanding of the	netball	through team
		footwork, pivot,	distances – chest,	Rules around footwork	rules in Netball.	observation as	and individual
		landing foot, GA,	overhead, bounce &	Rules around shooting only in the		homework	games.
		GS, GK, GD, WA,	shoulder	semi-circle.		(Manchester	
		WD, C, offside	Shooting – (GA&GS)	Various passes that may be used.		Thunder)	Take part in
			stationary	Advice as to which passes re most			sports and
		obstruction,	Rebounds – (GA, GS, GK	likely to be successful and why.			activities
		distance	& GD)	Movement into space using dodging			outside
		defend,	Marking – player with	and drives			school
		mark,	the ball				through
		intercept	Advanced skills:				community
			Ball handling – catching				links or sports
			on the run, catching in				clubs.
			the air				
			Passing over mid-long				
			distance – chest,				
			overhead, bounce &				
			shoulder				
			Shooting – (GA&GS)				
			stepping				
			Defence – shadowing,				
			interception, marking a				
			player without the ball				





			Attacking – double dodge, roll off				
Year 8	Netball 4 weeks	Catch chest pass, bounce pass, shoulder pass, overhead pass space communicate footwork, pivot, landing foot, GA, GS, GK, GD, WA, WD, C, offside obstruction, distance defend, mark, intercept	Core skills: Footwork – stopping, landing & pivoting Attacking – dodging, drive Ball handling – catching whilst stationary Passing over short distances – chest, overhead, bounce & shoulder Shooting – (GA&GS) stationary Rebounds – (GA, GS, GK & GD) Marking – player with the ball Advanced skills: Ball handling – catching on the run, catching in the air Passing over mid-long distance – chest, overhead, bounce & shoulder Shooting – (GA&GS) stepping Defence – shadowing, interception, marking a player without the ball Attacking – double dodge, roll off	Team Game Fundamentals- Attack/Defence Students should be able to explain the game of netball with reference to the following key areas: Markings of the court. Number of players. Playing positions and positional areas. Rules around footwork and pivoting Rules around shooting only in the semi-circle. Rules around marking, contact and distance. Various passes that may be used. Advice as to which passes re most likely to be successful and why. Advice on legal passes eg centre pass/over a third Movement into space using dodging and drive. Penalties - why given and where taken.	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 Netball.	Netball extra- curricular clubs/ Teams during the academic year. Elite level local netball observation as homework (Manchester Thunder)	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	Netball 4	Catch	Core skills:	Team Game Fundamentals- Outwitting an	To demonstrate the	Netball extra-	Use a range
	weeks	chest pass,	Footwork – stopping,	<u>Opponent</u>	ability to outwit an	curricular	of tactics and
		bounce pass,	landing & pivoting	Students should be able to explain	opponent in a game	clubs/ Teams	strategies to
		shoulder pass,	Attacking – dodging,	the game of netball with reference	situation using the	during the	overcome
		overhead pass	drive	to the following key areas:	appropriate skills and	academic year.	opponents in
		space	Ball handling – catching	Markings of the court.	techniques. Pupils are to		direct
		communicate	whilst stationary	Number of players.	develop their knowledge	Elite level local	competition
			Passing over short	Playing positions/positional	and understanding of the	netball	through team
		footwork, pivot,	distances – chest,	areas/positional purpose and	rules in Netball.	observation as	and individual
		landing foot, GA,	overhead, bounce &	strengths.		homework	games.
		GS, GK, GD, WA,	shoulder	Advice on who takes out of court		(Manchester	
		WD, C, offside	Shooting – (GA&GS)	passes.		Thunder)	Take part in
			stationary	Rules around footwork and pivoting			sports and
		obstruction,	Rebounds – (GA, GS, GK	Movement around and blocking			activities
		distance	& GD)	shooting in the semi-circle			outside
		defend,	Marking – player with	Rules around marking, contact and			school
		mark,	the ball	distance on and off the ball.			through
		intercept	Advanced skills:	Advice as to which passes re most			community
			Ball handling – catching	likely to be successful and why in			links or sports
			on the run, catching in	each area of the court.			clubs.
			the air	Advice on legal passes eg centre			
			Passing over mid-long	pass/over a third			
			distance – chest,	Movement into space using dodging			
			overhead, bounce &	and drive. Holding space.			
			shoulder	Penalties - why given and where			
			Shooting – (GA&GS)	taken and who by.			
			stepping				
			Defence – shadowing,				
			interception, marking a				
			player without the ball				
			Attacking – double				
			dodge, roll off				





Year 9	Badminton 4	Racket	Core skills; grip of	Individual game fundamentals- outwitting	Formative assessment	Badminton	Use a range
	weeks	Shuttlecock	racket, forehand shot,	an opponent	around various shots, rule	Club Fri	of tactics and
		Recoil	backhand shot, service,	In addition to knowledge from year 8,	understanding, shot	Lunchtime Ht1	strategies to
		Follow through	return, overhead shot,	students should be given opportunity to	selection, shot execution,		overcome
		Tramlines	underarm shot, rules of	develop understanding in the following	use of disguise where		opponents in
		Power	singles and doubles	areas:	appropriate.; use of a		direct
		Wrist	badminton		combination of shots 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 of		and individual
		Officiate	underarm clear, drop	give a practical example of how it may be	tactics/ appreciation of		games.
		Selection	shot	used in badminton.	situations in badminton.		
		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 relation		activities
		Decision making	layout, understand the	steps for development" to another	to feedback		outside
		Officiate	rules, communicate	performer.	conversations.		school
			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.		





Year 7	Rugby 3	Target	Core Skills:	Tem Game fundamentals-	Formative assessment	Information	Use a range
	weeks	Space	Catch and pass	Possession	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	Decision making and tactics: In a	possession, and to gain		school
			to draw an	game situation when to pass and	territorial advantage for		through
			opponent and	when to run, where, as a support	your team in rugby.		community
			make a pass to	runner, they can be most effective.			links or sports
			beat them,				clubs.
			scissors, loop,				
			off load				
Year 8	Rugby 3	Target	Core Skills:	Team Game fundamentals-	Formative assessment	Information	Use a range
	weeks	Space	Catch and pass	Attacking and defending	Tackling a partner safely	shared as to	of tactics and
		Overload	the ball over a		in an isolated and	where in the	strategies to
		Hips	variety of	In addition to key knowledge at	conditioned situation.	community	overcome
		Tackle	distances,	year 7, students should understand	Passing forwards while	students can	opponents in
		Support	evasive	times where it may be appropriate	moving backwards at	access rugby	direct
		Width	running, side	to kick in rugby; and factors to	speed with control.	union and or	competition
		Rook	step, tackle	evaluate including 'offisde' and	Support play.	rugby league	through team
		Offside	side on, tackle	'knock on'.	Carrying ball into contact	should they	and individual
		Knock onm	head on, tackle		and maintaining	wish to	games.
			behind, how to	The rook scenario may be developed to	possession through	participate	
				allow one person to oppose the ruck.			





			land when	Students may therefore apply knowledge of	support play after a team	more in the	Take part in
			tackled	tactics to retain possession in this scenario	mate has been tackled	sport	sports and
							activities
			<u>Advanced</u>		Summative assessment		outside
			<u>Skills</u> : Be able		Through tag or contact		school
			to draw an		rugby; demonstrate your		through
			opponent and		ability to maintain		community
			make a pass to		possession, and to gain		links or sports
			beat them,		territorial advantage for		clubs.
			scissors, loop,		your team in rugby.		
			off load		Kicking from own third		
					and one person opposed		
					rook over the tackled		
					player allowed.		
Year 9	Handball	Hip Pass	Core Skills	Team Game Fundamentals-	Demonstrate your ability	View Olympic	Use a range
		Shoulder Pass	Range of	Outwitting an Opponent	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 7Outdoor AdventurousListenMap reading CommunicationTeam BuildingWhat Personal Qualities and physical attributes can you bring to your team?Awareness of local municipal parkActivitiesReasoning Determined RespectfulTeamwork Problem solvingStudents 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.Use teamwork, communication, problem solving and	outdoor and adventurous activities which present intellectual and physical challenges
Activities Reasoning Determined Respectful Respectful Field Trip ½ Aerobic fitness Reasoning Determined Problem Students should be able to explain the can you bring to your team? Concept of teamwork and give practical examples of how and why these skills are important in physical activity settings. Can you bring to your team? Use teamwork, Communication, problem	activities which present intellectual and physical
Respectful solving examples of how and why these skills are Use teamwork, important in physical activity settings. Communication, problem	which present intellectual and physical
Field Trip ½ Aerobic fitness Empathy important in physical activity settings. communication, problem	intellectual and physical
	and physical
day – Navigate Resilience Students should be able to work together to solving and	
	challenges
Introduction North Determination navigate maps and find control markers. encouragement to help	
to East Students should be able to yourself and others	and be
Orienteering South articulate basic map skills including succeed in the given tasks	encouraged
West how to 'thumb the map'; and how	to work in a
navigate using cardinal points	team,
	building on
	trust and
	developing
	skills to solve
	problems,
	either
	individually or
	as a group
Y8/Y9 Outdoor Listen Map reading Orienteering Personal Qualities Awareness of	take part in
Adventurous Encourage Communication In addition to knowledge at year 7, students local municipal	
Activities Reasoning Compass skills at this stage should be able to describe the Application of Skills and park	adventurous
Determined Teamwork able of rotation (360 degrees) in relation to a Knowledge	activities
Respectful Problem compass.	which present
Aerobic fitness solving They should also be able to explain Can you read maps to Navigate Empathy intercardinal direction and discuss identify landmarks and	intellectual
	and physical
North Resilience the relative importance of complete courses of East Determination components of fitness to the varying difficulty? Can you	challenges and be
South Success in orienteering combine this knowledge	
West Success in orienteering with your physical fitness	encouraged to work in a
North East levels to compete against	team,
South East other individuals and	building on
South West groups within timed	trust and
North West orienteering races?	developing





Year 7	Health	Physical Fitness Fitness testing	Physical	Students should know a variety of	Assessment to be made in	skills to solve problems, either individually or as a group Analyse
	Related Exercise 3 weeks	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 Breathing rate Aerobic endurance Pacing Interval Training recovery	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, reaction times, balance. Psychological attributes refer to skill application,	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 in context of normative data and sporting performance. Students should demonstrate basic understanding of exercise in relation to the FITT principles	an ongoing manner with criteria shared withstudents on a lesson by lesson basis.	performances compared to previous ones and demonstrate improvement to achieve their personal best





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			
continuous			
training.			
Immediate			
effects of			
exercise on the			
body.			
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Year 8	Health	Fitness testing	<u>Physical</u>	Students should know a variety of	Assessment to be made in	Analyse
	Related	Circuit training	<u>attributes</u> refer	fitness tests, and be able to link	an ongoing manner with	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 and	factors affecting the reliability of	lesson basis.	and
		physical fitness:	skill related	fitness test results		demonstrate
		Aerobic	fitness.			improvement
		Endurance	iitiless.	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	muscular	Students should be able to		
		Agility	endurance,	comment on their own progress in		
		Balance	aerobic	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.	OF THE PERSON OF		
		Aerobic				
		endurance	<u>Psychological</u>			
		Pacing	<u>attributes</u> refer			
		Interval Training	to skill			
		recovery	application,			
		1000001	and personal			
			qualities in PE			
			qualities III I E			
			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			
			continuous			
			training.			
			Immediate			
			effects of			
			exercise on the			
			body.			
Year 9	Health	Fitness testing	<u>Physical</u>	Students should know a variety of	Assessment to be made in	Analyse
	Related	Circuit training	<u>attributes</u> refer	fitness tests, and be able to link	an ongoing manner with	performances
	Exercise 3	Work ethic	to the	these to components of fitness.	criteria shared with	compared to
		I ala ali a a ti a a		The sure also a label and a december	L students on a lesson by	provious opes
	weeks	dedication	components of	They should be able to describe	students on a lesson-by- lesson basis.	previous ones and





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			interpret				
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			training and				
			continuous				
			training.				
			_				
			Immediate				
			effects of				
			exercise on the				
			body.				
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		learn sequences.			





		Coordination	Performance of motif		Summative assessment:	more in the	
		Flexibility	movements with		Using ideas and actions	activity.	
		Isolation	expression and narrative		learned so far, perform	activity.	
		G esture	Advanced gestures and		your dance.	Extra-	
		Stillness	stillness showing		This should show the	curricular club	
		Travelling	flexibility, posture,		following: Timed		
		J	strength, control and/or		_	exploring a variety of	
		Elevation (jumps)			introduction; gestures		
		Falling	level change. Travel		and stillness (4 bars)	dance styles.	
		Turns.			Travel (4 bars)		
		Spatial	individually as		Motif (4 bars)		
		awareness.	part of a wider				
		Rhythm	group				
			performance.				
			This may				
			include mirror				
			or cannon.				
8	Dance	4-coumt/ 8-count	Core skills:	Dance Introduction to contemporary	Formative assessment:	Information	Use a range
	4 weeks	Bars	Performance of motif		will focus on rhythm,	shared as to	of tactics and
		Narrative	movements	Students should be able to describe various	creativity of performers	where in the	strategies to
		Theme	Simple gestures and	levels and ways to choreograph 'travel'	within a group setting,	community	overcome
		Choreography	stillness	creatively. They should be able to expand on	and ability to	students can	opponents in
		Motif	Travel uniformly	this knowledge by saying which ones are	choreograph core or	access dance	direct
		Agility	(synchronised) with	more advanced and why.	advanced skills into their	should they	competition
		Alignment	rhythm		performance.	wish to	through team
		Balance	Advanced skills:	Students should be able to suggest areas of		participate	and individual
		Control	Performance of motif	strength and weakness of a dance by	Summative assessment:	more in the	games.
		Coordination	movements with	comparing posture, strength, control and	Using ideas and actions	activity.	_
		Flexibility	expression and narrative	level change to a 'correct technical model'.	learned so far, perform		Take part in
		Isolation	Advanced gestures and		your dance to 'Thriller'.	Extra-	sports and
		G esture	stillness showing		This should show the	curricular club	activities
		Stillness	flexibility, posture,		following:	exploring a	outside
		Travelling	strength, control and/or		Timed introduction	variety of	school
		Elevation (jumps)	level change.		gestures and stillness	dance styles.	through
		F alling	Travel		Travel		community
		Turns.	individually as		Motif		





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Year 9	Football 4 Weeks	Spatial awareness. Rhythm Pass Control Heading Shooting Dribbling Speed Agility Balance Power	part of a wider group performance. This may include mirror or cannon. 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	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 Outwitting an opponent: Disguise Feints Overloads	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	links or sports clubs. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Take part in sports and activities
		Agility Balance	Control with multiple body parts in	range of strategies and techniques that a player or small group of players could use to outwit an	fitness to success in football skills and		competition through team and individual
			Advanced Skills: Lofted pass	Outwitting an opponent: Disguise Feints			Take part in sports and
			Control with multiple body parts in competitive and game scenarios.	Target man			links or sports clubs.
Year 7	Basketball 4 weeks	Rebound Pass	Core Skills: Pivot, Set Shot,	Team Game Fundamentals- possession	To demonstrate the ability to outwit an	Talk from representative	Use a range of tactics and
		Dribble	Jump shot,		opponent in a game		strategies to





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		Shoot Triple Threat Set shot Jump shot Lay-up Travel Contact Double dribble Decision making Movement Disguise Fluency Control Rule recognition	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	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	situation using the appropriate skills and techniques. Pupils are to develop their knowledge and understanding of the rules in basketball.	from Phillips Ball Hall. Basketball extra- curricular clubs/ Teams during the academic year.	overcome opponents in direct competition through team and individual games. Take part in sports and activities outside school through community links or sports
Year 8	Basketball 4 weeks	Rebound Pass Dribble Shoot Triple Threat Set shot Jump shot Lay-up Travel Contact Double dribble Decision making Movement	Core Skills: Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass, crossover dribble, hesitation dribble, rebounding. Advanced Skills: Triple	Team Game fundamentals- Attacking and defending Students should have knowledge of defensive strategy including man to 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	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
		Disguise Fluency Control Rule recognition	Threat, Lay-up, Outlet pass, through the leg dribble, spin	when to pass, dribble and shoot.			activities outside school through





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	dribble, round the back dribble. 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.	community links or sports clubs. 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.
Y7	Table Tennis 2 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.	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





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				Students should have knowledge of			
				simple scoring systems and rules for			
				games			
Y8	Table Tennis	Forehand		Individual Game Fundamentals- Attacking	Demonstrate your ability	Minority and	Develop
	2 weeks	Backhand		and defending	to maintain rallies with	emerging	technique
		Push		In addition to year 7 knowledge, students	growing success.	sports	and
		Paddle		should be able to articulate positioning at	Show your knowledge of		performance
		Rhythm		the table in relation to attacking and	terminology, skills,		in other
		Serve		defensive phases in a point.	components of fitness to		competitive
		Co-ordination		Students should be able to explain the	participate in a singles or		sports
		Agility		relative importance of various components	doubles tournament.		-
		Umpire		of fitness in comparison to other individual			
		Doubles		and team games			
				They should know rules relating to table			
				tennis doubles as well as singles.			
				G			
Y9	Leadership 4	Plan		Students should understand the term risk	Demonstrate your ability	Knowledge of	Intellectual
	weeks	Risk assessment		assessment and be able to give a number of	to lead part or all of a	Leadership	and physical
		Risk		examples that a coach should need to	session to a small group		challenges.
		Hazard		consider when leading a sports session	of students.		Developing
		Pulse raiser		Students should have knowledge of a variety	Consider health and		problem
		Variety		of activities they could use to appropriately	safety, and the three part		solving skills
		Static		warm up a group.	session; can you lead		_
		Dynamic		Students should know the benefits of a	effectively?		
		Progressive drills		warm up.	-		
				Students should understand the concept of a			
				three part lesson and be able to explain the			
				term 'progressive drills'.			
				Students should be able to describe			
				leadership stylers including			
				'autocratic', 'democratic' and			
				'lessee faire'			
Year 7	Football 2	Pass	Core Skills:	Team Game Fundamentals-	Demonstrate the ability	Football Clubs	Use a range
	Weeks	Control	Side foot pass	<u>Possession</u>	to retain possession in a		of tactics and
		Heading	both feet		practice and game		strategies to





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		Shooting	Lofted pass	Students should be able to	situation using skills,	Inter form	overcome
		Dribbling	strong foot	articulate:	techniques and	competition	opponents in
		Speed	Chip	Rules of football	knowledge.		direct
		Agility	Control with	Knowledge of warm ups / key	Link components of	School Teams	competition
		Balance	multiple body	muscle groups	fitness to success in		through team
		Power	parts in	Components of fitness	football skills and	Links to	and individual
			isolated drills		performance.	Prestwich JFC	games.
			<u>Advanced</u>	Students should be familiar with a			
			Skills:	range of strategies to maximise			Take part in
			Lofted pass	ability to retain possession.			sports and
			weak foot	Including:			activities
			Fluency of	Short passing			outside
			control into	Off the ball movement			school
			transitional	Width			through
			play	Switch of play			community
			Control with	Communication			links or sports
			multiple body	Positions/ formations			clubs.
			parts in	1 ostaons, rormanons			Cidos.
			competitive				
			and game				
			scenarios.				
			scenarios.				
Year 8	Football 4	Pass	Core Skills:	Team Game Fundamentals	Demonstrate the ability	Football Clubs	Use a range
	Weeks	Control	Side foot pass	Attacking and defending	to outwit an opponent in	Inter form	of tactics and
		Heading	both feet	Students should be able to	a practice and game	competition	strategies to
		Shooting	Lofted pass	articulate:	situation using skills and	School Teams	overcome
		Dribbling	strong foot	Rules of football including offside	techniques.	Links to	opponents in
		Speed	Chip	Knowledge of warmups/ key muscle	Link components of	Prestwich JFC	direct
		Agility	Control with	groups	fitness to success in		competition
		Balance	multiple body	Components of fitness	football skills and		through team
		Power	parts in	·	performance.		and individual
			isolated drills	Students should be familiar with a	•		games.
			Advanced	range of strategies to maximise			
			Skills:	0			
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			Lofted pass weak foot Fluency of control into transitional play Control with multiple body parts in competitive and game scenarios.	effectiveness in attacking and defensive situations. Including: Attack: Tempo Switch of play Width Overload Change of pace Defence: Marking Maintaining shape Jockeying Communication Doubling up on influential players where appropriate			Take part in sports and activities outside school through community links or sports clubs.
Years 7	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	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 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





				Students should demonstrate an understanding of the term 'pacing' and be able to apply it to the context of distance running.			
Year 8	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, students should: 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.	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 9	Athletics 3 weeks	Team work Grip Footwork Power Reaction times Acceleration Speed Pace Aerobic fitness Power	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.	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





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		Control Fluency		Draw upon knowledge of components of fitness and physical/ Psychological attributes (AOF3) in performing at maximal levels.			Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best
Year 7	Rounders 4 weeks	Throwing Catching Batting Fielding Leg barrier Communication Grip Speed Reaction time Control Fluency.	Core skills 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	Students should have knowledge of basic rules and regulations of rounders; including scoring systems and who is the scoring runner at 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	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
Year 8	Rounders 4 weeks	Throwing Catching Batting Fielding	Throwing and catching (up to 10m) For example base to base Batting stance	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)	Can you outwit an opponent in a game situation using a range of bating, bowling and	Rounders club lunchtimes Summer term	Use a range of tactics and strategies to overcome opponents in
		Leg barrier	Bowling	and/or defence (fielding)	fielding techniques?		орр





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		Communication	Fielding position on		Do you have a good		direct
		Grip	base		understanding of the		competition
		Speed	Fielding the outfield		rules?		through team
		Reaction time	Leg barrier technique				and individual
		Control	Advanced skills				games.
		Fluency	Batting with control and				
			fluency				Take part in
			Throwing and catching				sports and
			over 10m				activities
			Bowling with speed and				outside
			consistency				school
			Retrieving the ball with				through
			speed and efficiency				community
							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 rd	bating, bowling and		overcome
		Leg barrier	Batting stance	and 4 th 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	, 5	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			Barries
		Traciney.	Batting with control and	left handers.			Take part in
			fluency	Tere manders.			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.





Year 7	Tennis 3	Grip	Core Skills	Students should have knowledge of 'ready	Progressive rallies in	Use of Tennis	Use a range
	weeks	Ready position	Grip	position' and strategies they can take to	tennis.	facility	of tactics and
		Forehand	Ready Position	maintain a rally in tennis.	What level of rally can	(Prestwich	strategies to
		Backhand	Backhand	Students should be able to describe what a	you get to as part of your	Tennis Club)	overcome
		Rally	Forehand	'technically correct' rally between 2	skill specific warmup? Can	,	opponents in
		Officiate	Underarm Serve	competent tennis players would look like.	you comment on the	Extra	direct
		Underarm serve			consistency and	Curricular	competition
		Return	Advanced Skills	Students should know the basic	effectiveness of your	lunchtime club	through team
		Flight of ball	Overarm Serve	rules/regulations and apply them in various	ground strokes?	summer term	and individual
		Top spin	Drop shot	situations			games.
		Space	Topspin		Describe the different		
		Movement	Backspin	Students should have knowledge of	court markings and when		Take part in
		Outwit		exercising safely: articulating awareness of	they are appropriate to		sports and
		Pace of ball		the safety of themselves and others during	the scoring of a tennis		activities
		Power		tennis activity	match.		outside
		Accuracy					school
		Finesse					through
							community
							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	10	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?		Take next in
		Movement	Backspin				Take part in
		Outwit					sports and
		Pace of ball					activities
		Power					outside





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		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
		Power					outside
		Accuracy					school
		Finesse					through
							community
							links or sports
							clubs.
7	Gymnastics	Unison	Core Skills:	AOP:Students should be able to identify the	Assess pupils appreciation	KS3	develop their
	4 weeks	Cannon	Tuck Jump	strengths and weaknesses of themselves and	of performance and ways	Trampoline	technique
	Gymnastics-	Step	Star Jump	others in practices. They should offer a	of improving.	club	and improve
	Travel and	Leap	Half turn	partner suggestions for improvement	Create simple routines for		their
	<u>Balance</u>	Turn	Full turn		individual and partner		performance
		Spin	Cat leap	Students should demonstrate	work.		in other
		Movement	Log roll	communication skills with others to			competitive
		Expression	Teddy bear roll	positively affect performance.			sports
		Timing	Forward roll				
		Counting	Backward roll				





		Beats	Cartwheel	Students should know how to safely? They			
		Rhythm	Handstand	should demonstrate an awareness of the			
		Narrative	Round-off	safety of themselves and others.			
		Theme	Bridge				
		Choreography	Bridge kick over				
		Setting	Advanced Skills				
		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 8	Gymnastics	Unison	Core Skills:	In addition to knowledge from year 7,	Assess pupils appreciation	KS3	develop their
	4 weeks	Cannon	Tuck Jump	students should be able to articulate their	of performance and ways	Trampoline	technique
	Sports	Step	Star Jump	performance or the performance of others	of improving.	Club	and improve
	Acrobatics	Leap	Half turn	in terms of:	Create more complex		their
		Turn	Full turn		routines for individual		performance
		Spin	Cat leap	Difficulty/tariff of routine	and partner work.		in other
		Movement	Log roll	Composition of routine			competitive
		Expression	Teddy bear roll	Awareness of how to move effectively,			sports
		Timing	Forward roll	smoothly and precisely			
		Counting	Backward roll	Acceleration/deceleration of movements			
		Beats	Cartwheel	Use of space			
		Rhythm	Handstand				
		Narrative	Round-off				
		Theme	Bridge				
		Choreography	Bridge kick over				
		Setting	Advanced Skills				





		Story	Pike Jump				
		Motif	Straddle Jump				
		Wioth	Jump 1 ½ turn				
			Split Leap				
			Backward				
			Walkover				
			Forward				
			Walkover				
			Handspring				
			Hand stand –				
			forward roll				
			Backward roll-				
			handstand				
Year 9	Gymnastics		Core skills,		Assess pupils appreciation	KS3	develop their
	4 weeks		Shapes: Tuck, Straddle,	Awareness of strengths/weaknesses and	of performance and ways	Trampoline	technique
	Trampoline		Pike	actions of other performers e.g. adopt a	of improving.	Club	and improve
			Twists: Half ,Full, Seat	different routine/tariff of discipline	Create more complex		their
			Drop	depending on score achieved by other	routines for individual		performance
			Rotational movements:	competitors.	and partner work.		in other
			Front landing, Back	Awareness of the rules and regulations of			competitive
			landing Combined	the activity and their application (including			sports
			movements: Swivel hips	judging signals)			
			Half twist in/out of front	Students should be able to make accurate			
			and back landing	reference to the quality of individual			
			Seat to front Front to	elements of a sequence			
			seat				
			Advanced skills,				
			Back to front				
			Front to back				
			Half turntable				
			Cradle				
			Front somersault				
			(tucked)				
			Back somersault				
			(tucked)				





Year 7	Dance	Unison	Core skills,		Assess pupils	KS3 Dance	develop their
	4 weeks	Cannon	Leaps	To choreograph motifs using specific	appreciation of	Club	technique
		Step	Turns	inspiration	performance and ways of		and improve
		Leap	Jumps	To explore and experiment with a range of	improving.		their aesthics
		Turn	Balances	choreographic devices, including motif	Create more complex		performance
		Spin	Pirouettes	development & transitions	dance motifs for		in other
		Movement	Travel	To learn repertoires	individual and partner		sports
		Expression	Stills	To develop and refine physical & expressive	work.		
		Timing		skills in relation to performance			
		Counting	Advanced skills,				
		Beats	Lifts				
		Rhythm	Linked leaps				
		Narrative	Dynamic transitions				
		Theme					
		Choreography					
		Setting					
		Story					
		Motif					
		Repertoires					