



Curriculum Overview

PHYSICAL EDUCATION – KS3 BOYS

Maximise our potential, to be the best we can be, every day.



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	<ul style="list-style-type: none"> Racket Shuttlecock Grip Footwork Rallies Matches Serve Overarm Forehand Backhand Warm up 	<p>Core skills; grip of racket, forehand shot, backhand shot, service, return, overhead shot, underarm shot, rules of singles and doubles badminton</p> <p>Advanced skills: overhead clear, underarm clear, drop shot</p> <p>Officiating: 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>Individual Game fundamentals- rallies 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.</p> <p>Students should be able to identify 2 distinct types of serve. They should understand basic rules about serving and scoring systems.</p> <p>Exercising safely: Students should be familiar with what is meant by a 'three-part warm up'</p>	<p>Formative assessment Reviewing performance in rallies in comparison to your personal best.</p> <p>Summative assessment 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?</p>	Badminton Club Fri Lunchtime Ht1	<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 7	Dance 4 weeks	<ul style="list-style-type: none"> 4-count/ 8-count Bars Narrative Theme Choreography Motif 	<p>Core skills: Performance of motif movements Simple gestures and stillness Travel uniformly (synchronised) with rhythm</p>	<p>Dance Introduction to contemporary Students should be able to describe dance using various 'SLAE' terminology and phrases.</p> <p>Students should be able to identify a motif in various dances. They should</p>	<p>Formative assessment: will focus on rhythm, creativity of performers within a group setting, and ability to choreograph core or advanced skills into their performance.</p>	Information shared as to where in the community students can access dance should they wish to	perform dances using advanced dance techniques within a range of dance styles and forms

Maximise our potential, to be the best we can be, every day.



		<ul style="list-style-type: none"> • Agility • Alignment • Balance • Control • Coordination • Flexibility • Isolation • Gesture • Stillness • Travelling • Elevation (jumps) • Falling • Turns. • Spatial awareness. • Rhythm 	<p>Advanced skills: Performance of motif movements with expression and narrative Advanced gestures and stillness showing flexibility, posture, strength, control and/or level change. Travel individually as part of a wider group performance. This may include mirror or cannon.</p>	<p>know how dance is choreographed and how dancers learn sequences.</p>	<p>Summative assessment: Using ideas and actions learned so far, perform your dance to 'Thriller'. This should show the following: Timed introduction; gestures and stillness (4 bars) Travel (4 bars) Motif (4 bars)</p>	<p>participate more in the activity.</p> <p>Extra-curricular club exploring a variety of dance styles.</p>	
Year 7	Rugby 3 weeks	<ul style="list-style-type: none"> • Target • Space • Overload • Hips • Tackle • Support • Width • Rook • Offside 	<p>Core Skills: Catch and pass the ball over a variety of distances, evasive running, side step, tackle side on, tackle head on, tackle behind, how to land when tackled</p> <p>Advanced Skills: Be able to draw an opponent and make a pass to beat them, scissors, loop, off load</p>	<p>Team Game fundamentals- Possession 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</p> <p>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.</p>	<p>Formative assessment 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.</p> <p>Summative assessment Through tag or contact rugby; demonstrate your ability to maintain possession, and to gain</p>	<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>	<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</p>

Maximise our potential, to be the best we can be, every day.



					territorial advantage for your team in rugby.		links or sports clubs.
Year 7	Outdoor Adventurous Activities Field Trip ½ day – Introduction to Orienteering	<ul style="list-style-type: none"> Listen Encourage Reasoning Determined Respectful Aerobic fitness Navigate North East South West 	<ul style="list-style-type: none"> Map reading Communication Teamwork Problem solving Empathy Resilience Determination 	Team Building 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. Students should be able to work together to navigate maps and find control markers. Students should be able to articulate basic map skills including how to 'thumb the map'; and how navigate using cardinal points	What Personal Qualities and physical attributes can you bring to your team? Use teamwork, communication, problem solving and encouragement to help yourself and others succeed in the given tasks	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	Health Related Exercise 3 weeks	<ul style="list-style-type: none"> Fitness testing Circuit training Work ethic dedication Components of physical fitness: <ul style="list-style-type: none"> Aerobic Endurance Muscular Endurance Strength Speed Flexibility Agility Balance 	Physical attributes refer to the components of physical and skill related fitness. <u>Physical:</u> Strength, speed, muscular endurance, aerobic endurance, flexibility, body composition. <u>Skill Related:</u>	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 in context of normative data and sporting performance. Students should demonstrate basic understanding of exercise in relation to the FITT principles	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

Maximise our potential, to be the best we can be, every day.



		<ul style="list-style-type: none"> • Co-ordination • Reaction times • Power • Continuous training • Pacing • Heart rate • Body temperature • Breathing rate • Aerobic endurance • Pacing • Interval Training • recovery 	<p>Co-ordination, power, agility, reaction times, balance.</p> <p><u>Psychological attributes</u> refer to skill application, and personal qualities in PE</p> <p>Work-ethic and dedication</p> <p>Knowledge and understanding of the theory of fitness training (ability to interpret fitness test results, set realistic targets 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 7	Basketball 4 weeks	<ul style="list-style-type: none"> • Rebound • Pass • Dribble • Shoot • Triple Threat • Set shot 	<p><u>Core Skills:</u> Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass, crossover dribble,</p>	<p><u>Team Game Fundamentals- possession</u> Students should have knowledge of basic rules of basketball including travel, double dribble and contact violations.</p>	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. Pupils are	Talk from representative from Phillips Ball Hall.	Use a range of tactics and strategies to overcome opponents in direct

Maximise our potential, to be the best we can be, every day.



		<ul style="list-style-type: none"> • Jump shot • Lay-up • Travel • Contact • Double dribble • Decision making • Movement • Disguise • Fluency • Control • Rule recognition 	<p>hesitation dribble, rebounding.</p> <p>Advanced Skills: Triple Threat, Lay-up, Outlet pass, through the leg dribble, spin dribble, round the back dribble.</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>	<p>to 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.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 7	Table Tennis 3 weeks	<ul style="list-style-type: none"> • Forehand • Backhand • Push • Paddle • Rhythm • Serve • Co-ordination • Agility • Umpire 		<p>Individual Game fundamentals- rallies Students should understand the concept of rhythm and co-ordination in maintaining a rally.</p> <p>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.</p> <p>Students should have knowledge of simple scoring systems and rules for games</p>	<p>Demonstrate your ability to maintain rallies with growing success.</p> <p>Show your knowledge of terminology, skills, components of fitness to participate in a singles tournament.</p>	<p>Minority and emerging sports</p>	<p>Develop technique and performance in other competitive sports</p>
Year 7	Football 4 Weeks	<ul style="list-style-type: none"> • Pass • Control • Heading • Shooting • Dribbling • Speed • Agility • Balance • Power 	<p>Core Skills: Side foot pass both feet Lofted pass strong foot Chip Control with multiple body parts in isolated drills</p> <p>Advanced Skills:</p>	<p>Team Game Fundamentals- Possession Students should be able to articulate:</p> <ul style="list-style-type: none"> • Rules of football • Knowledge of warm ups / key muscle groups • Components of fitness 	<p>Demonstrate the ability to retain possession in a practice and game situation using skills, techniques and knowledge.</p> <p>Link components of fitness to success in</p>	<p>Football Clubs</p> <p>Inter form competition</p> <p>School Teams</p> <p>Links to Prestwich JFC</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team</p>

Maximise our potential, to be the best we can be, every day.



			<p>Lofted pass weak foot Fluency of control into transitional play Control with multiple body parts in competitive and game scenarios.</p>	<p>Students should be familiar with a range of strategies to maximise ability to retain possession. Including:</p> <ul style="list-style-type: none"> • Short passing • Off the ball movement • Width • Switch of play • Communication • Positions/ formations 	<p>football skills and performance.</p>		<p>and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 7	Cricket 4 weeks	<ul style="list-style-type: none"> • Batting • Bowling • Fielding • Variety • Throwing • Catching • Long barrier • Umpire 	<p><u>Core Skills</u> Bowling underarm Bowling overarm Throwing and Catching (up to 10 m) Long barrier Grounding the bat Bat grip/ stance Wicket keeping</p> <p><u>Advanced Skills</u> Bowling with speed/spin Throwing overarm with accuracy Catching + 10m Batting off the front and back foot Shot selection</p>	<p><u>Maintaining possession</u> Students should be familiar with knowledge including:</p> <ul style="list-style-type: none"> • Catching technique • Throwing technique • Retrieval technique • How to protect the wicket when batting • Backing up both as a batter and a fielder 	<p>Show your ability to perform, and to officiate a game of partner's cricket</p> <p>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.</p> <p>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?</p>	<p>Cricket Club lunchtimes summer term</p> <p>Cricket Team</p> <p>Information about cricket in the community Prestwich CC</p> <p>Leadership opportunity Bury SSP Primary School Festival</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 through community links or sports clubs.</p>

Maximise our potential, to be the best we can be, every day.



<p>Year 7</p>	<p>Tennis 3 weeks</p>	<ul style="list-style-type: none"> • Grip • Ready position • Forehand • Backhand • Rally • Officiate • Underarm serve • Return • Flight of ball • Top spin • Space • Movement • Outwit • Pace of ball • Power • Accuracy • Finesse 	<p>Core Skills</p> <ul style="list-style-type: none"> • Grip • Ready Position • Backhand • Forehand • Underarm Serve <p>Advanced Skills</p> <ul style="list-style-type: none"> • Overarm Serve • Drop shot • Topspin • Backspin 	<p>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.</p> <p>Students should know the basic rules/regulations and apply them in various situations</p> <p>Students should have knowledge of exercising safely: articulating awareness of the safety of themselves and others during tennis activity</p>	<p>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?</p> <p>Describe the different court markings and when they are appropriate to the scoring of a tennis match.</p>	<p>Use of Tennis facility (Prestwich Tennis Club)</p> <p>Extra Curricular lunchtime club summer term</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 through community links or sports clubs.</p>
<p>Year 7</p>	<p>Athletics 3 weeks</p>	<ul style="list-style-type: none"> • Team work • Grip • Footwork • Power • Reaction times • Acceleration • Speed • Pace • Aerobic fitness • Power • Control • Fluency 	<ul style="list-style-type: none"> • Javelin • Sprinting/ sprint starts • Shot put • Middle distance running • Discus • Relay Change Overs 	<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</p>	<p>Students will be aware of 'bronze' 'silver' and 'gold' standards to help motivate them toward enhancing their personal best.</p>	<p>Track and field events Market Street Track</p> <p>Bury AC</p> <p>Bury Schools Athletics Championships</p>	<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</p>

Maximise our potential, to be the best we can be, every day.



				<p>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>			their personal best
Year 7	Rounders 4 weeks	<ul style="list-style-type: none"> • Throwing • Catching • Batting • Fielding • Leg barrier • Communication • Grip • Speed • Reaction time • Control • Fluency. 	<p>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</p> <p>Advanced skills Batting with control and fluency Throwing and catching over 10m Bowling with speed and consistency Retrieving the ball with speed and efficiency</p>	<p>Students should have knowledge of basic rules and regulations of rounders; including scoring systems and who is the scoring runner at all times in rounders game.</p> <p>Students should have knowledge of simple strategies to succeed when fielding and when batting in rounders</p> <p>Students should be able to compare and contrast fielding skills with fielding skills and decision making in other striking and fielding games</p>	<p>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?</p>	<p>Rounders club lunchtimes Summer term</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 through community links or sports clubs.</p>
Year 8	Badminton 4 weeks	<ul style="list-style-type: none"> • Racket • Shuttlecock • Tramlines • Power • Wrist • Flick • Communication 	<p>Core skills; grip of racket, forehand shot, backhand shot, service, return, overhead shot, underarm shot, rules of singles and doubles badminton</p>	<p>Individual game fundamentals- Attacking/Defending</p> <p>Shot selection/ Shot execution: 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</p>	<p>Formative assessment around various shots, rule understanding, shot selection and shot execution. Application of tactics/ appreciation of attack and defence.</p>	<p>Badminton Club Fri Lunchtime Ht1</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team</p>

Maximise our potential, to be the best we can be, every day.



		<ul style="list-style-type: none"> • Officiate • Selection • Success • Decision making • Officiate • Clear • Dropshot • Smash • 'T' 	<p>Advanced skills: overhead clear, underarm clear, drop shot</p> <p>Officiating: 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>defensive situations in badminton matches.</p> <p>Court positioning: 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>Officiating: Students should show understanding of the basic rules/regulations and apply them in competitive practices</p> <p>Personal Qualities: Students should be beginning to show knowledge of communication; and of how effective communication with others can affect performance</p> <p>Exercising safely: 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>Summative assessment In small groups, demonstrate your ability to perform safely and effectively in a badminton tournament. You should particularly pay attention to the following areas: Group warm up Tournament organisation The safety of yourself and others 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 8	Gymnastics 4 weeks	<ul style="list-style-type: none"> • Unison • Cannon • Step • Leap • Turn • Spin • Movement 	<p>Core Skills:</p> <ul style="list-style-type: none"> • Tuck Jump • Star Jump • Half turn • Full turn • Cat leap • Log roll 	<p>Gymnastics- Travel and Balance Students should be able to identify the strengths and weaknesses of themselves and others in practices. They should offer a partner suggestions for improvement</p>	<p>Assess pupils appreciation of performance and ways of improving. Create simple routines for individual and partner work.</p>	<p>KS3 Trampoline club</p> <p>develop their technique and improve their performance in other competitive sports</p>

Maximise our potential, to be the best we can be, every day.



		<ul style="list-style-type: none"> • Expression • Timing • Counting • Beats • Rhythm • Narrative • Theme • Choreography • Setting • Story • Motif 	<ul style="list-style-type: none"> • Teddy bear roll • Forward roll • Backward roll • Cartwheel • Handstand • Round-off • Bridge • Bridge kick over <p>Advanced Skills</p> <ul style="list-style-type: none"> • Pike Jump • Straddle Jump • Jump 1 ½ turn • Split Leap • Backward Walkover • Forward Walkover • Handspring • Hand stand – forward roll • Backward roll-handstand 	<p>Students should demonstrate communication skills with others to positively affect performance.</p> <p>Students should know how to safely? They should demonstrate an awareness of the safety of themselves and others.</p>			
Year 8	Rugby 3 weeks	<ul style="list-style-type: none"> • Target • Space • Overload • Hips • Tackle • Support • Width • Rook • Offside • Knock on 	<p>Core Skills: Catch and pass the ball over a variety of distances, evasive running, side step, tackle side on, tackle head on, tackle behind, how to land when tackled</p> <p>Advanced Skills: Be able to draw an opponent and make a pass to beat them, scissors, loop, off load</p>	<p>Team Game fundamentals- Attacking and defending</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>Formative assessment</p> <p>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>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>	<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</p>

Maximise our potential, to be the best we can be, every day.



					<p>Summative assessment Through tag or contact rugby; demonstrate your ability to maintain possession, and to gain territorial advantage for your team in rugby. Kicking from own third and one person opposed rook over the tackled player allowed.</p>		outside school through community links or sports clubs.
Year 8	<p>Outdoor Adventurous Activities</p>	<ul style="list-style-type: none"> • Listen • Encourage • Reasoning • Determined • Respectful • Aerobic fitness • Navigate • North • East • South • West • North East • South East • South West • North West • Physical Fitness 	<ul style="list-style-type: none"> • Map reading • Communication • Compass skills • Teamwork • Problem solving • Empathy • Resilience • Determination 	<p>Orienteering In addition to knowledge at year 7, students at this stage should be able to describe the able of rotation (360 degrees) in relation to a compass.</p> <p>They should also be able to explain intercardinal direction and discuss the relative importance of components of fitness to the success in orienteering</p>	<p>Personal Qualities</p> <p>Application of Skills and Knowledge</p> <p>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?</p>	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 8	<p>Health Related Exercise 3 weeks</p>	<ul style="list-style-type: none"> • Fitness testing • Circuit training • Work ethic dedication 	<p>Physical attributes refer to the components of physical and skill related fitness.</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>Assessment to be made in an ongoing manner with criteria shared with students on a lesson-by-lesson basis.</p>		Analyse performances compared to previous ones and

Maximise our potential, to be the best we can be, every day.



		<ul style="list-style-type: none"> • 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 	<p><u>Physical:</u> Strength, speed, muscular endurance, aerobic endurance, Flexibility, body composition.</p> <p><u>Skill Related:</u> Co-ordination, power, agility, reaction times, balance.</p> <p><u>Psychological attributes</u> refer to skill application, and personal qualities in PE</p> <p>Work-ethic and dedication</p> <p>knowledge and understanding of the theory of fitness training (ability to interpret fitness test results, set realistic targets 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>	<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> <p>Students should demonstrate understanding of exercise in relation to the FITT principles and link training methods to underpinning fitness for sports; using practical examples.</p>			<p>demonstrate improvement to achieve their personal best</p>
--	--	---	---	--	--	--	---

Maximise our potential, to be the best we can be, every day.



Year 8	Basketball 4 weeks	<ul style="list-style-type: none"> • 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><u>Core Skills:</u> Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass, crossover dribble, hesitation dribble, rebounding.</p> <p><u>Advanced Skills:</u> Triple Threat, Lay-up, Outlet pass, through the leg dribble, spin dribble, round the back dribble.</p>	<p><u>Team Game fundamentals- Attacking and defending</u> 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.</p> <p>Students should be able to rationalise decision making and, using practical examples, know when to pass, dribble and shoot.</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.
Year 8	Table Tennis 3 weeks	<ul style="list-style-type: none"> • Forehand • Backhand • Push • Paddle • Rhythm • Serve • Co-ordination • Agility • Umpire • Doubles 	<p><u>Individual Game Fundamentals- Attacking and defending</u> 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.</p> <p>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.</p>	<p><u>Individual Game Fundamentals- Attacking and defending</u> 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.</p> <p>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.</p>	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

Maximise our potential, to be the best we can be, every day.



Year 8	Football 4 Weeks	<ul style="list-style-type: none"> • Pass • Control • Heading • Shooting • Dribbling • Speed • Agility • Balance • Power 	<p>Core Skills: Side foot pass both feet Lofted pass strong foot Chip Control with multiple body parts in isolated drills</p> <p>Advanced Skills: Lofted pass weak foot Fluency of control into transitional play Control with multiple body parts in competitive and game scenarios.</p>	<p>Team Game Fundamentals Attacking and defending Students should be able to articulate: Rules of football including offside Knowledge of warmups/ key muscle groups Components of fitness</p> <p>Students should be familiar with a range of strategies to maximise effectiveness in attacking and defensive situations. Including:</p> <p>Attack:</p> <ul style="list-style-type: none"> • Tempo • Switch of play • Width • Overload • Change of pace <p>Defence:</p> <ul style="list-style-type: none"> • Marking • Maintaining shape • Jockeying • Communication • Doubling up on influential players where appropriate 	<p>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.</p>	<p>Football Clubs Inter form competition School Teams Links to Prestwich JFC</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 through community links or sports clubs.</p>
Year 8	Cricket 4 weeks	<ul style="list-style-type: none"> • Batting • Bowling • Fielding • Variety • Throwing • Catching • Long barrier • Umpire 	<p>Core Skills Bowling underarm Bowling overarm Throwing and Catching (up to 10 m) Long barrier Grounding the bat Bat grip/ stance Wicket keeping</p>	<p>Attacking and defending In addition to Y7 knowledge, students should be familiar with knowledge including:</p> <p>Varying length of bowling Walking in as a fielder Various attacking and defensive shots off front and back foot</p>	<p>Show your ability to perform, and to officiate a game of partner's cricket</p> <p>Can you minimise runs when bowling and fielding? Use a variety of shots off the front and back foot as</p>	<p>Cricket Club lunchtimes summer term Cricket Team Information about cricket in</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p>

Maximise our potential, to be the best we can be, every day.



			<p>Advanced Skills Bowling with speed/spin Throwing overarm with accuracy Catching + 10m Batting off the front and back foot Shot selection</p>	<p>Grounding the bat to minimise time taken to run singles</p>	<p>appropriate to score runs with your partner.</p> <p>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?</p>	<p>the community Prestwich CC</p> <p>Leadership opportunity Bury SSP Primary School Festival</p>	<p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 8	Tennis 3 weeks	<ul style="list-style-type: none"> • Grip • Ready position • Forehand • Backhand • Rally • Officiate • Underarm serve • Return • Flight of ball • Top spin • Space • Movement • Outwit • Pace of ball • Power • Accuracy • Finesse 	<p>Core Skills</p> <ul style="list-style-type: none"> • Grip • Ready Position • Backhand • Forehand • Underarm Serve <p>Advanced Skills</p> <ul style="list-style-type: none"> • Overarm Serve • Drop shot • Topspin • Backspin 	<p>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.</p> <p>Students should know the objective of a serve; and why a good serve is so beneficial.</p>	<p>Serving drill as part of a skill specific warm up. Can you serve from the baseline with control and speed?</p> <p>King/Queen of the court. Can you participate in/score accurately, some small-sided tennis matches?</p>	<p>Use of Tennis facility (Prestwich Tennis Club)</p> <p>Extra-Curricular lunchtime club summer term</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 through community links or sports clubs.</p>

Maximise our potential, to be the best we can be, every day.



<p>Year 8</p>	<p>Athletics 3 weeks</p>	<ul style="list-style-type: none"> • Team work • Grip • Footwork • Power • Reaction times • Acceleration • Speed • Pace • Aerobic fitness • Power • Control • Fluency 	<ul style="list-style-type: none"> • Javelin • Sprinting/ sprint starts • Shot put • Middle distance running • Discus • Relay Change Overs 	<p>In addition to knowledge at year 7, students should:</p> <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>	<p>Students will be aware of 'bronze' 'silver' and 'gold' standards to help motivate them toward enhancing their personal best.</p>	<p>Track and field events Market Street Track</p> <p>Bury AC</p> <p>Bury Schools Athletics Championships</p>	<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>
<p>Year 8</p>	<p>Rounders 4 weeks</p>	<ul style="list-style-type: none"> • Throwing • Catching • Batting • Fielding • Leg barrier • Communication • Grip • Speed • Reaction time • Control • Fluency 	<p><u>Core skills</u> Throwing and catching (up to 10m) For example base to base Batting stance Bowling Fielding position on base Fielding the outfield Leg barrier technique</p> <p><u>Advanced skills</u> Batting with control and fluency Throwing and catching over 10m Bowling with speed and consistency</p>	<p>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)</p>	<p>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?</p>	<p>Rounders club lunchtimes Summer term</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 through community</p>

Maximise our potential, to be the best we can be, every day.



			Retrieving the ball with speed and efficiency				links or sports clubs.
Year 9	Badminton 4 weeks	<ul style="list-style-type: none"> • Racket • Shuttlecock • Recoil • Follow through • Tramlines • Power • Wrist • Flick • Communication • Officiate • Selection • Success • Outwit • Communicate • Decision making • Officiate 	<p>Core skills; grip of racket, forehand shot, backhand shot, service, return, overhead shot, underarm shot, rules of singles and doubles badminton</p> <p>Advanced skills; overhead clear, underarm clear, drop shot</p> <p>Officiating; 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>Individual game fundamentals- outwitting an opponent 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>Formative assessment 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>Summative assessment 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,</p>	Badminton Club Fri Lunchtime Ht1	<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>

Maximise our potential, to be the best we can be, every day.



					The safety of yourself and others, Showing your skills and knowledge as a performer, a coach, and an official.		
Year 9	Handball	<ul style="list-style-type: none"> Hip Pass Shoulder Pass Bounce Pass Jump pass Side pass Shoot Zonal Defence Transition Footwork dribble 	<p><u>Core Skills</u> Range of passes demonstrated in conditioned situations on the move</p> <p><u>Advanced skills</u> Range of passes demonstrated in conditioned situations at speed with control and fluency</p>	<p><u>Team Game Fundamentals- Outwitting an Opponent</u> Students should be able to explain the game of handball with reference to the following key areas:</p> <ul style="list-style-type: none"> 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
Year 9	Rugby 3 weeks	<ul style="list-style-type: none"> Target Space Overload Hips Tackle Support Width Rook Offside 	<p><u>Core Skills:</u></p> <ul style="list-style-type: none"> Pass Receive Tackle Present the ball Kicking Onside/ offside <p><u>Advanced Skills:</u></p>	<p><u>Team Game fundamentals- Outwitting an Opponent</u> 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>	<u>Formative assessment</u> Tackling a partner safely in an isolated and conditioned situation. Passing forwards while moving backwards at speed with control. Support play.	Information shared as to where in the community students can access rugby union and or rugby league should they wish to	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.

Maximise our potential, to be the best we can be, every day.



		<ul style="list-style-type: none"> • Knock on • Maul 	<ul style="list-style-type: none"> • Side step • Scissors • Change of pace • Formation of maul in competitive situations • Overloads • Steal ball 	<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>Carrying ball into contact and maintaining possession through support play after a teammate has been tackled</p> <p>Summative assessment 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. 3 or 5 man scrum and maul introduced</p>	<p>participate more in the sport</p>	<p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 9	Outdoor Adventurous Activities	<ul style="list-style-type: none"> • Listen • Encourage • Reasoning • Determined • Respectful • Aerobic fitness • Navigate • North • East • South • West • North East • South East • South West • North West 	<ul style="list-style-type: none"> • Map reading • Communication • Compass skills • Teamwork • Problem solving • Empathy • Resilience • Determination 	<p>Orienteering In addition to knowledge at year 7, students at this stage should be able to describe the able of rotation (360 degrees) in relation to a compass.</p> <p>They should also be able to explain intercardinal direction and discuss the relative importance of components of fitness to the success in orienteering</p>	<p>Personal Qualities</p> <p>Application of Skills and Knowledge</p> <p>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?</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 trust and developing skills to solve problems,</p>

Maximise our potential, to be the best we can be, every day.



		<ul style="list-style-type: none"> Physical Fitness 					either individually or as a group
Year 9	Health Related Exercise 3 weeks	<ul style="list-style-type: none"> Fitness testing Circuit training Work ethic dedication Components of physical fitness: Aerobic Endurance Muscular Endurance Strength Speed Flexibility Agility Balance Co-ordination Reaction times Power Continuous training Pacing Heart rate Body temperature Breathing rate Aerobic endurance Pacing Interval Training recovery 	<p>Physical attributes 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, reaction times, balance.</p> <p>Psychological attributes refer to skill application, and personal qualities in PE</p> <p>Work-ethic and dedication</p> <p>knowledge and understanding of the theory of fitness training (ability to interpret fitness test results, set realistic targets for improvement,</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 underpinning fitness for sports; using practical examples.</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

Maximise our potential, to be the best we can be, every day.



			<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 9	Basketball 4 weeks	<ul style="list-style-type: none"> • 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>Core Skills: Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass, crossover dribble, hesitation dribble, rebounding.</p> <p>Advanced Skills: Triple Threat, Lay-up, Outlet pass, through the leg dribble, spin dribble, round the back dribble.</p>	<p>Team Game Fundamentals. Outwitting an opponent Students should have knowledge of defensive strategy including half court, full court, man to man and zonal defence.</p> <p>Students should have knowledge of attacking principles including transition, fast break and spacing.</p> <p>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>	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.	<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	Leadership 3 weeks	<ul style="list-style-type: none"> • Plan • Risk assessment • Risk • Hazard • Pulse raiser • Variety • Static 		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	Demonstrate your ability to lead part or all of a session to a small group of students. Consider health and safety, and the three	Knowledge of Leadership	Intellectual and physical challenges. Developing problem solving skills

Maximise our potential, to be the best we can be, every day.



		<ul style="list-style-type: none"> • Dynamic • Progressive drills 		<p>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.</p> <p>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 styles including 'autocratic', 'democratic' and 'lessee faire'</p>	part session; can you lead effectively?		
Year 9	Football 4 Weeks	<ul style="list-style-type: none"> • Pass • Control • Heading • Shooting • Dribbling • Speed • Agility • Balance • Power 	<p>Core Skills: Side foot pass both feet Lofted pass strong foot Chip Control with multiple body parts in isolated drills</p> <p>Advanced Skills: Lofted pass weak foot Fluency of control into transitional play Control with multiple body parts in competitive and game scenarios.</p>	<p>Rules of football Knowledge of warm ups and key muscle groups Components of fitness</p> <p>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</p> <p>Outwitting an opponent:</p> <ul style="list-style-type: none"> • Disguise • Feints • Overloads • Agility • Balance • Shielding • Playing out from the back • Target man 	<p>Demonstrate the ability to outwit an opponent in a practice and game situation using skills and techniques.</p> <p>Link components of fitness to success in football skills and performance.</p>	<p>Football Clubs Inter form competition School Teams Links to Prestwich JFC</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 through community links or sports clubs.</p>
Year 9	Cricket 4 weeks	<ul style="list-style-type: none"> • Batting • Bowling • Fielding 	<p>Core Skills</p> <ul style="list-style-type: none"> • Bowling underarm • Bowling overarm 	<p>Outwitting opponent</p>	Show your ability to perform, and to	Cricket Club lunchtimes summer term	Use a range of tactics and strategies to

Maximise our potential, to be the best we can be, every day.



		<ul style="list-style-type: none"> Variety Throwing Catching Long barrier Umpire 	<ul style="list-style-type: none"> Throwing and Catching (up to 10 m) Long barrier Grounding the bat Bat grip/ stance Wicket keeping <p>Advanced Skills</p> <ul style="list-style-type: none"> Bowling with speed/spin Throwing overarm with accuracy Catching + 10m Batting off the front and back foot Shot selection 	<p>In addition to Y7/8 knowledge, students should be familiar with knowledge including:</p> <ul style="list-style-type: none"> Spin bowling technique Fielding modifications for spin bowling Different formats of cricket in the media 	<p>officiate a game of partner's cricket</p> <p>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.</p> <p>Can you discuss the following topics around cricket as a group? Different approaches to test v short format cricket.</p> <p>What shots have you learned about in this unit?</p> <p>How might a team field differently when they are using a spin bowler?</p>	<p>Cricket Team</p> <p>Information about cricket in the community Prestwich CC</p> <p>Leadership opportunity Bury SSP Primary School Festival</p>	<p>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	Tennis 3 weeks	<ul style="list-style-type: none"> Grip Ready position Forehand Backhand Rally Officiate Underarm serve Return Flight of ball Top spin 	<p>Core Skills</p> <ul style="list-style-type: none"> Grip Ready Position Backhand Forehand Underarm Serve <p>Advanced Skills</p> <ul style="list-style-type: none"> Overarm Serve Drop shot 	<p>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.</p> <p>Students should be able to draw comparisons to other racquet sports by way of court positioning and attacking/</p>	<p>Knowledge and understanding of rules in tennis.</p> <p>Know and demonstrate the different types of shot with control/ fluency/ consistency</p>	<p>Use of Tennis facility (Prestwich Tennis Club)</p> <p>Extra- Curricular lunchtime club summer term</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p>

Maximise our potential, to be the best we can be, every day.



		<ul style="list-style-type: none"> • Space • Movement • Outwit • Pace of ball • Power • Accuracy • Finesse 	<ul style="list-style-type: none"> • Topspin • Backspin 	defensive situations to outwit an opponent.			Take part in sports and activities outside school through community links or sports clubs.
Year 9	Athletics 3 weeks	<ul style="list-style-type: none"> • Team work • Grip • Footwork • Power • Reaction times • Acceleration • Speed • Pace • Aerobic fitness • Power • Control • Fluency 	<ul style="list-style-type: none"> • Javelin • Sprinting/ sprint starts • Shot put • Middle distance running • Discus • Relay Change Overs 	<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.	<p>Track and field events Market Street Track</p> <p>Bury AC</p> <p>Bury Schools Athletics Championships</p>	<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>
Year 9	Rounders 4 weeks	<ul style="list-style-type: none"> • Throwing • Catching • Batting • Fielding • Leg barrier • Communication • Grip • Speed • Reaction time 	<p>Core skills</p> <p>Throwing and catching (up to 10m) For example base to base</p> <p>Batting stance</p> <p>Bowling</p> <p>Fielding position on base</p> <p>Fielding the outfield</p> <p>Leg barrier technique</p>	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 rd and 4 th base may be an efficient tactic to use when trying to minimise runs.	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

Maximise our potential, to be the best we can be, every day.



		<ul style="list-style-type: none">• Control• Fluency.	<p><u>Advanced skills</u> Batting with control and fluency Throwing and catching over 10m Bowling with speed and consistency Retrieving the ball with speed and efficiency</p>	<p>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.</p>		<p>and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
--	--	--	---	--	--	--

Maximise our potential, to be the best we can be, every day.