



Curriculum Overview

PHYSICAL EDUCATION - KS3 BOYS





Curriculum Overview KS3 Boys

Subject: PE

Year group	Topic and length	Key Words	Key Skills	Key Knowledge	Assessments	Cultural Capital	Links to NC
Year 7	Badminton 4 weeks	 Racket Shuttlecock Grip Footwork Rallies Matches Serve Overarm Forehand Backhand Warm up 	Core skills; grip of racket, forehand shot, backhand shot, service, return, overhead shot, underarm shot, rules of singles and doubles badminton Advanced skills; overhead clear, underarm clear, drop shot 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	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. Students should be able to identify 2 distinct types of serve. They should understand basic rules about serving and scoring systems. Exercising safely: Students should be familiar with what is meant by a 'three-part warm up'	Reviewing performance in rallies in comparison to your personal best. 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?	Badminton Club Fri Lunchtime Ht1	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Take part in sports and activities outside school through community links or sports clubs.
Year 7	Dance 4 weeks	 4-coumt/ 8-count Bars Narrative Theme Choreography Motif 	Core skills: Performance of motif movements Simple gestures and stillness Travel uniformly (synchronised) with rhythm	Dance Introduction to contemporary Students should be able to describe dance using various 'SLAE' terminology and phrases. Students should be able to identify a motif in various dances. They should	Formative assessment: will focus on rhythm, creativity of performers within a group setting, and ability to choreograph core or advanced skills into their performance.	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





		•	Agility		know how dance is choreographed and		participate	
		•	Alignment	Advanced skills:	how dancers learn sequences.	Summative	more in the	
		•	Balance	Performance of motif	4-0.1-0.1	assessment: Using ideas	activity.	
			Control	movements with		and actions learned so		
			Coordination	expression and narrative		far, perform your dance	Extra-curricular	
		•	Flexibility	Advanced gestures and		to 'Thriller'.	club exploring a	
			•	stillness showing		This should show the	variety of dance	
		•	Isolation	flexibility, posture,		following: Timed	styles.	
		•	G esture	strength, control and/or		introduction; gestures		
		•	Stillness	level change.		and stillness (4 bars)		
		•	Travelling	Travel individually as part		Travel (4 bars)		
		•	Elevation	of a wider group		Motif (4 bars)		
			(jumps)	performance. This may				
		•	F alling	include mirror or cannon.				
		•	T urns.					
		•	Spatial					
			awareness.					
		•	Rhythm					
	_						_	
Year 7	Rugby 3	•	Target	Core Skills: Catch and	Team Game fundamentals- Possession	Formative assessment	Information	Use a range of
	weeks	•	Space	pass the ball over a	Students should be able to identify rules	Tackling a partner safely	shared as to	tactics and
		•	Overload	variety of distances,	regarding passing, and to tackling safely.	in an isolated and	where in the	strategies to
		•	Hips	evasive running, side	Students should understand how to	conditioned situation.	community	overcome
		•	Tackle	step, tackle side on,	score a 'try' in rugby; and be able to	Passing forwards while	students can	opponents in
		•	Support	tackle head on, tackle	identify strategies to minimise space as	moving backwards.	access rugby	direct
		•	Width	behind, how to land	a team when defending in rugby.	Carrying ball into	union and or	competition
		•	Rook	when tackled	Once in a tackled position, students	contact and maintaining	rugby league	through team
		•	Offside		should be able to explain and/ or	possession after having	should they	and individual
				Advanced Skills: Be able	demonstrate techniques that can be	been tackled.	wish to	games.
				to draw an opponent and	used to retain possession		participate	-
				make a pass to beat		Summative assessment	more in the	Take part in
				them, scissors, loop, off	Decision making and tactics: In a game	Through tag or contact	sport	sports and
				load	situation when to pass and when to run,	rugby; demonstrate		activities
					where, as a support runner, they can be	your ability to maintain		outside school
					most effective.	possession, and to gain		through
								community





Year 7	Outdoor Adventurous Activities Field Trip ½ day – Introduction to Orienteering	 Listen Encourage Reasoning Determined Respectful Aerobic fitness Navigate North East South West 	 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	territorial advantage for your team in rugby. 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	links or sports clubs. take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
Year 7	Health Related Exercise 3 weeks	 Fitness testing Circuit training Work ethic dedication Components of physical fitness: Aerobic Endurance Muscular Endurance Strength Speed Flexibility Agility Balance 	Physical attributes refer to the components of physical and skill related fitness. Physical: Strength, speed, muscular endurance, aerobic endurance, flexibility, body composition. Skill Related:	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





Co-ordination						<u> </u>	•		
Power Continuous training Pacing Paci			•		Co-ordination, power,				
Pacing Pacing Heart rate Body temperature Pacing Heart rate Pacing How free to skill application, and personal qualities in PE Work-ethic and dedication Knowledge and Heart rating Heart rating Heart rate Pacing How free 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. Pass Pass Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass, rossover dribble, Pipole Threat To demonstrate the ability to outwit an opponent in a game shill to outwit an opponent in a game shill to outwit an opponent in a game should have knowledge of basic rules of basketball including travel, double dribble and contact violations.			•	Reaction times	agility, reaction times,				
Year 7 Basketball 4 weeks Rebound			•	Power	balance.				
Pear 7 Basketball 4 weeks Pear 8 Pasing - Pacing - Heart rate - Body temperature - Breathing rate - Aerobic - Aerobic - Aerobic - Pacing - Interval Training - Interv			•	Continuous					
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 Shoot Triple Threat pass, shoulder pass, crossover dribble, double dribble and contact violations. situation using the appropriate skills and opponents in 		weeks	•	Pass	I	=	1	•	
• Triple Threat crossover dribble, appropriate skills and opponents in			•	Dribble		_			
The first state of the state of			•	Shoot	1 -	double dribble and contact violations.	_	Hall.	
• Set shot techniques. Pupils are direct			•	Triple Threat	crossover dribble,		1		
			•	Set shot			techniques. Pupils are		direct





						1	1
		 Jump shot Lay-up Travel Contact Double dribble Decision making Movement Disguise Fluency Control Rule recognition 	hesitation dribble, rebounding. Advanced Skills: Triple Threat, Lay-up, Outlet pass, through the leg dribble, spin dribble, round the back dribble.	Students should be able to explain passing and movement strategies for retaining possession; making reference to various passes and movement both on and off the ball	to develop their knowledge and understanding of the rules in basketball.	Basketball extra- curricular clubs/ Teams during the academic year.	competition through team and individual games. Take part in sports and activities outside school through community links or sports clubs.
Year 7	Table Tennis 3 weeks	 Forehand Backhand Push Paddle Rhythm Serve Co-ordination Agility Umpire 		Individual Game fundamentals- rallies Students should understand the concept of rhythm and co-ordination in maintaining a rally. Students should be able to define key terms (agility, reaction times, co-ordination) and give practical examples as to why these are useful in table tennis performance. Students should have knowledge of simple scoring systems and rules for games	Demonstrate your ability to maintain rallies with growing success. Show your knowledge of terminology, skills, components of fitness to participate in a singles tournament.	Minority and emerging sports	Develop technique and performance in other competitive sports
Year 7	Football 4 Weeks	 Pass Control Heading Shooting Dribbling Speed Agility Balance Power 	Core Skills: Side foot pass both feet Lofted pass strong foot Chip Control with multiple body parts in isolated drills Advanced Skills:	Team Game Fundamentals- Possession Students should be able to articulate: Rules of football Knowledge of warm ups / key muscle groups Components of fitness	Demonstrate the ability to retain possession in a practice and game situation using skills, techniques and knowledge. Link components of fitness to success in	Football Clubs Inter form competition School Teams Links to Prestwich JFC	Use a range of tactics and strategies to overcome opponents in direct competition through team





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





Year 7	Tennis 3	•	Grip	Core Skills	Students should have knowledge of	Progressive rallies in	Use of Tennis	Use a range of
i cai /	weeks	•	Ready position	• Grip	'ready position' and strategies they can	tennis.	facility	tactics and
	Weeks	•	Forehand	Ready Position	take to maintain a rally in tennis.	What level of rally can	(Prestwich	strategies to
			Backhand	Backhand	Students should be able to describe	you get to as part of	Tennis Club)	overcome
		•		Forehand	what a 'technically correct' rally	your skill specific	l cimis cias,	opponents in
		•	Rally	Underarm Serve	between 2 competent tennis players	warmup? Can you	Extra Curricular	direct
		•	Officiate	• Underarm Serve	would look like.	comment on the	lunchtime club	competition
		•	Underarm serve	Advanced Skills		consistency and	summer term	through team
		•	Return	Advanced SkillsOverarm Serve	Students should know the basic	effectiveness of your		and individual
		•	Flight of ball		rules/regulations and apply them in	ground strokes?		games.
		•	Top spin	Drop shot	various situations	8		8
		•	Space	Topspin		Describe the different		Take part in
		•	Movement	 Backspin 	Students should have knowledge of	court markings and		sports and
		•	Outwit		exercising safely: articulating awareness	when they are		activities
		•	Pace of ball		of the safety of themselves and others	appropriate to the		outside school
		•	Power		during tennis activity	scoring of a tennis		through
		•	Accuracy			match.		community
		•	Finesse					links or sports
								clubs.
Year 7	Athletics	•	Team work	Javelin	Students should have knowledge of	Students will be aware	Track and field	Develop their
	3 weeks	•	Grip	 Sprinting/sprint 	rules and regulations with reference to a	of 'bronze' 'silver' and	events Market	technique and
		•	Footwork	starts	range of throwing events.	'gold' standards to help	Street Track	improve their
		•	Power	 Shot put 		motivate them toward		performance
		•	Reaction times	Middle distance	Students should have knowledge of their	enhancing their	Bury AC	in other
		•	Acceleration	running	own stage of complexity in technique	personal best.		competitive
		•	Speed	Discus	and be able to make informed choices		Bury Schools	sports
		•	Pace	Relay Change Overs	when throwing for distance.		Athletics	
		•	Aerobic fitness	, 3			Championships	Analyse their
		•	Power		Students should be able to describe the			performance
		•	Control		downsweep relay changeover technique			compared to
		•	Fluency		and explain its importance in the context			previous ones
			riaciicy		of a sprint relay race.			and
								demonstrate
					Students should be able to demonstrate			improvement
					a sprint start and describe effective			to achieve





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	steps a performer should take when accelerating to full speed. Students should demonstrate an understanding of the term 'pacing' and be able to apply it to the context of distance running. Students should have knowledge of basic rules and regulations of rounders; including scoring systems and who is the scoring runner atg all times in arounders game. Students should have knowledge of simple strategies to succeed when fielding and when batting in rounders Students should be able to compare and contrast fielding skills with fielding skills and decision making in other striking and fielding games	Can you outwit an opponent in a game situation using a range of bating, bowling and fielding techniques? Do you have a good understanding of the rules?	Rounders club lunchtimes Summer term	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Take part in sports and activities outside school through community links or sports clubs.
Year 8	Badminton 4 weeks	•	Racket Shuttlecock Tramlines Power Wrist	Core skills; grip of racket, forehand shot, backhand shot, service, return, overhead shot, underarm shot,	Individual game fundamentals- Attacking/Defending Shot selection/ Shot execution: Students should be able to list the three	Formative assessment around various shots, rule understanding, shot selection and shot execution. Application	Badminton Club Fri Lunchtime Ht1	Use a range of tactics and strategies to overcome opponents in
		•	Flick Communication	rules of singles and doubles badminton	main types of shot in badminton. They should be able to explain how these shots could be applied to attacking and	of tactics/ appreciation of attack and defence.		direct competition through team





		•	Officiate	Advanced skills;	defensive situations in badminton	Summative assessment		and individual
		•	Selection	overhead clear,	matches.	In small groups,		games.
		•	Success	underarm clear, drop		demonstrate your		
		•	Decision making	shot	Court positioning:	ability to perform safely		Take part in
		•	Officiate		Students should be able to explain the	and effectively in a		sports and
		•	Clear	Officiating:	significance of court positioning, and	badminton tournament.		activities
		•	Dropshot	Understand the scoring	where you may look to move in	You should particularly		outside school
		•	Smash	system, understand the	attacking/ defensive situations within a	pay attention to the		through
		•	'T'	court layout, understand	point.	following areas:		community
			•	the rules, communicate		Group warm up		links or sports
				with players scores and	Officiating:	Tournament		clubs.
				decisions, decide who	Students should show understanding of	organisation		
				has won the point, deal	the basic rules/regulations and apply	The safety of yourself		
				with disputes over	them in competitive practices	and others		
				decisions		Showing your skills and		
					Personal Qualities:	knowledge as both a		
					Students should be beginning to show	performer and an		
					knowledge of communication; and of	official.		
					how effective communication with			
					others can affect performance			
					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			
Year 8	Gymnastics	•	Unison	Core Skills:	Gymnastics- Travel and Balance	Assess pupils	KS3 Trampoline	develop their
	4 weeks	•	Cannon	 Tuck Jump 	Students should be able to identify the	appreciation of	club	technique and
		•	Step	Star Jump	strengths and weaknesses of themselves	performance and ways		improve their
		•	Leap	Half turn	and others in practices. They should	of improving.		performance
		•	Turn	Full turn	offer a partner suggestions for	Create simple routines		in other
		•	Spin	Cat leap	improvement	for individual and		competitive
		•	Movement	Log roll		partner work.		sports





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		• Ex	pression	 Teddy bear roll 	Students should demonstrate			
		• Tir	ming	 Forward roll 	communication skills with others to			
		 Co 	ounting	 Backward roll 	positively affect performance.			
		 Be 	eats	 Cartwheel 				
		• Rh	nythm	 Handstand 	Students should know how to safely?			
		• Na	arrative	 Round-off 	They should demonstrate an awareness			
		• Th	neme	 Bridge 	of the safety of themselves and others.			
		• Ch	noreography	Bridge kick over				
			etting	_				
			ory	Advanced Skills				
			otif	Pike Jump				
				 Straddle Jump 				
				 Jump 1 ½ turn 				
				 Split Leap 				
				Backward Walkover				
				 Forward Walkover 				
				 Handspring 				
				 Hand stand – 				
				forward roll				
				 Backward roll- 				
				handstand				
Year 8	Rugby 3	• Tai	rget	Core Skills: Catch and	Team Game fundamentals- Attacking	Formative assessment	Information	Use a range of
	weeks	• Sp	ace	pass the ball over a	and defending	Tackling a partner safely	shared as to	tactics and
		• Ov	verload	variety of distances,	In addition to key knowledge at year 7,	in an isolated and	where in the	strategies to
		• Hij	ps	evasive running, side	students should understand times	conditioned situation.	community	overcome
		 Tac 	ckle	step, tackle side on,	where it may be appropriate to kick in	Passing forwards while	students can	opponents in
		• Su	ipport	tackle head on, tackle	rugby; and factors to evaluate including	moving backwards at	access rugby	direct
			'idth	behind, how to land	'offisde' and 'knock on'.	speed with control.	union and or	competition
		• Ro	ook	when tackled		Support play.	rugby league	through team
		 Of 	ffside		The rook scenario may be developed to	Carrying ball into	should they	and individual
			nock on	Advanced Skills: Be able	allow one person to oppose the ruck.	contact and maintaining	wish to	games.
				to draw an opponent and	Students may therefore apply	possession through	participate	
				make a pass to beat	knowledge of tactics to retain	support play after a	more in the	Take part in
				them, scissors, loop, off	possession in this scenario	team mate has been	sport	sports and
				load		tackled		activities





Year 8 Outdoor Adventurous Activities - Encourage - Determined - Respectful - Aerobic fitness - North - East - South - North - East - South - West - North - East - South West - North East - South West - North - West - North							•
North East South West North East South East South West North East South West North East Physical Fitness North West Nor		Activities • Encou • Reaso • Deter • Respe • Aerob	 Communication Compass skills Teamwork Problem solving Empathy 	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.	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. Personal Qualities Application of Skills and Knowledge Can you read maps to	local municipal	outside school through community links or sports clubs. take part in outdoor and adventurous activities which present intellectual and physical
Year 8Health Related Exercise 3• Fitness testing Octoor Physical attributes of Description of Physical attributes of physical and skill relatedStudents should know a variety of fitness tests, and be able to link these to components of fitness. They should beAssessment to be made in an ongoing manner with criteria sharedAnal physical attributes of fitness tests, and be able to link these to components of fitness. They should be		Naviga North East South West North South South North Physic Health Related Exercise 3 Naviga Fitnes Circuit Work	• Resilience • Determination h t h East h East h West h West ical Fitness ess testing it training k ethic • Resilience • Determination • Physical attributes refer to the components of physical and skill related	intercardinal direction and discuss the relative importance of components of fitness to the success in orienteering 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	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? Assessment to be made in an ongoing manner with criteria shared with students on a		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 Analyse performances compared to previous ones





			BI : I C: II			
	•	Components of	Physical: Strength, speed,			demonstrate
		physical fitness:	muscular endurance,	Students should be able to describe a		improvement
	•	Aerobic	aerobic endurance,	range of and training methods; showing		to achieve
		Endurance	Flexibility, body	some understanding of effects on the		their personal
	•	Muscular	composition.	body		best
		Endurance				
	•	Strength	Skill Related: Co-	Students should be able to comment on		
	•	Speed	ordination, power,	their own progress in relation to the		
	•	Flexibility	agility, reaction times,	components of fitness		
	•	Agility	balance.			
	•	Balance		Students should demonstrate		
	•	Co-ordination	Psychological attributes	understanding of exercise in relation to		
	•	Reaction times	refer to skill application,	the FITT principles and link training		
	•	Power	and personal qualities in	methods to underpinning fitness for		
	•	Continuous	PE	sports; using practical examples.		
		training	Work-ethic and			
	•	Pacing				
	•	Heart rate	dedication			
	•	Body	knowledge and			
		temperature	understanding of the			
	•	Breathing rate	theory of fitness training			
	•	Aerobic	(ability to interpret			
		endurance				
	•	Pacing	fitness test results, set			
	•	Interval Training	realistic targets for			
	•	recovery	improvement,			
		,	understanding of a			
			variety of training			
			,			
			methods including circuit			
			training, interval training			
			and continuous training.			
			Immediate effects of			
			exercise on the body.			
			cacicise on the body.			





Year 8	Basketball 4 weeks	•	Rebound Pass Dribble Shoot Triple Threat Set shot Jump shot Lay-up Travel Contact Double dribble Decision making Movement Disguise Fluency Control Rule recognition	Core Skills: Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass, crossover dribble, hesitation dribble, rebounding. Advanced Skills: Triple Threat, Lay-up, Outlet pass, through the leg dribble, spin dribble, round the back dribble.	Team Game fundamentals- 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 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.	Talk from representative from Phillips Ball Hall. Basketball extracurricular clubs/ Teams during the academic year.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Take part in sports and activities outside school through community links or sports clubs.
Year 8	Table Tennis 3 weeks	•	Forehand Backhand Push Paddle Rhythm Serve Co-ordination Agility Umpire Doubles		Individual Game Fundamentals- Attacking and defending In addition to year 7 knowledge, students should be able to articulate positioning at the table in relation to attacking and defensive phases in a point. Students should be able to explain the relative importance of various components of fitness in comparison to other individual and team games They should know rules relating to table tennis doubles as well as singles.	Demonstrate your ability to maintain rallies with growing success. Show your knowledge of terminology, skills, components of fitness to participate in a singles or doubles tournament.	Minority and emerging sports	Develop technique and performance in other competitive sports





Year 8	Football 4	•	Pass	Core Skills:	Team Game Fundamentals Attacking	Demonstrate the ability	Football Clubs	Use a range of
	Weeks	•	Control	Side foot pass both feet	and defending	to outwit an opponent	Inter form	tactics and
		•	Heading	Lofted pass strong foot	Students should be able to articulate:	in a practice and game	competition	strategies to
		•	Shooting	Chip	Rules of football including offside	situation using skills and	School Teams	overcome
		•	Dribbling	Control with multiple	Knowledge of warmups/ key muscle	techniques.	Links to	opponents in
		•	Speed	body parts in isolated	groups	Link components of	Prestwich JFC	direct
		•	Agility	drills	Components of fitness	fitness to success in		competition
		•	Balance			football skills and		through team
		•	Power	Advanced Skills:	Students should be familiar with a range	performance.		and individual
				Lofted pass weak foot	of strategies to maximise effectiveness			games.
				Fluency of control into	in attacking and defensive situations.			_
				transitional play	Including:			Take part in
				Control with multiple	Attack:			sports and
				body parts in competitive	• Tempo			activities
				and game scenarios.	 Switch of play 			outside school
					• Width			through
					 Overload 			community
					 Change of pace 			links or sports
					Defence:			clubs.
					 Marking 			
					 Maintaining shape 			
					 Jockeying 			
					 Communication 			
					 Doubling up on influential players 			
					where appropriate			
Year 8	Cricket 4	•	Batting	Core Skills	Attacking and defending	Show your ability to	Cricket Club	Use a range of
	weeks	•	Bowling	Bowling underarm	In addition to Y7 knowledge, students	perform, and to	lunchtimes	tactics and
		•	Fielding	Bowling overarm	should be familiar with knowledge	officiate a game of	summer term	strategies to
		•	Variety	Throwing and Catching	including:	partner's cricket		overcome
		•	Throwing	(up to 10 m)			Cricket Team	opponents in
		•	Catching	Long barrier	Varying length of bowling	Can you minimise runs		direct
		•	Long barrier	Grounding the bat	Walking in as a fielder	when bowling and		competition
		•	Umpire	Bat grip/ stance	Various attacking and defensive shots	fielding? Use a variety	Information	through team
			•	Wicket keeping	off front and back foot	of shots off the front	about cricket in	and individual
						and back foot as		games.





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			Advanced Skills Bowling with speed/spin Throwing overarm with accuracy Catching + 10m Batting off the front and back foot Shot selection	Grounding the bat to minimise time taken to run singles	appropriate to score runs with your partner. Can you explain the following terms, when askes, 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?	the community Prestwich CC Leadership opportunity Bury SSP Primary School Festival	Take part in sports and activities outside school through community links or sports clubs.
Year 8	Tennis 3 weeks	 Grip Ready position Forehand Backhand Rally Officiate Underarm serve Return Flight of ball Top spin Space Movement Outwit Pace of ball Power Accuracy Finesse 	Core Skills Grip Ready Position Backhand Forehand Underarm Serve Advanced Skills Overarm Serve Drop shot Topspin Backspin	In addition to year 7 knowledge, students should understand when volleys are appropriate, and describe when/ why it is advisable to approach the net in a point. Students should know the objective of a serve; and why a good serve is so beneficial.	Serving drill as part of a skill specific warm up. Can you serve from the baseline with control and speed? King/Queen of the court. Can you participate in/score accurately, some small-sided tennis matches?	Use of Tennis facility (Prestwich Tennis Club) Extra-Curricular lunchtime club summer term	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Take part in sports and activities outside school through community links or sports clubs.





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 8	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	In addition to knowledge at year 7, students should be able to explain more complex rules and strategies of rounders; and how they relate to successful attack (striking) and/or defence (fielding)	Can you outwit an opponent in a game situation using a range of bating, bowling and fielding techniques? Do you have a good understanding of the rules?	Rounders club lunchtimes Summer term	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Take part in sports and activities outside school through community





			Retrieving the ball with speed and efficiency				links or sports clubs.
Year 9	Badminton 4 weeks	Racket Shuttlecock Recoil Follow through Tramlines Power Wrist Flick Communication Officiate Selection Success Outwit Communicate Decision making Officiate	Core skills; grip of racket, forehand shot, backhand shot, service, return, overhead shot, underarm shot, rules of singles and doubles badminton Advanced skills; overhead clear, underarm clear, drop shot 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	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: 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. Students should be able to offer feedback in terms of "what went well", but also "next steps for development" to another performer.	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. Verbal analysis of performance in relation to feedback conversations. 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,	Badminton Club Fri Lunchtime Ht1	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Take part in sports and activities outside school through community links or sports clubs.





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					The safety of yourself and others, Showing your skills and knowledge as a performer, a coach, and an official.		
Year 9	Handball	 Hip Pass Shoulder Pass Bounce Pass Jump pass Side pass Shoot Zonal Defence Transition Footwork dribble 	Core Skills Range of passes demonstrated in conditioned situations on the move Advanced skills Range of passes demonstrated in conditioned situations at speed with control and fluency	Team Game Fundamentals- Outwitting an Opponent Students should be able to explain the game of handball with reference to the following key areas: Number of players/ number of substitutes. Rules around steps and dribble. Rules around shooting and the goalkeeper. Various passes that may be used. Advice as to which passes re most likely to be successful and why. The importance of transition in handball and reference similarities/ differences between futsal and basketball	Demonstrate your ability outwit an opposing team through pass, dribble and shoot in handball. Think about your role in the team in terms of moving the ball on transition with speed and control. When on defence, can you defend your zone effectively?	View Olympic final on YouTube.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
Year 9	Rugby 3 weeks	 Target Space Overload Hips Tackle Support Width Rook Offside 	Core Skills: Pass Receive Tackle Present the ball Kicking Onside/ offside Advanced Skills:	Team Game fundamentals- Outwitting an Opponent 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.	Formative assessment 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.





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		•	Knock on	•	Side step	The rook scenario may be developed to	Carrying ball into	participate	
		•	Maul	•	Scissors	allow one person to oppose the ruck.	contact and maintaining	more in the	Take part in
				•	Change of pace	Students may therefore apply	possession through	sport	sports and
				•	Formation of maul in	knowledge of tactics to retain	support play after a		activities
					competitive	possession in this scenario	teammate has been		outside school
					situations		tackled		through
				•	Overloads				community
				•	Steal ball		Summative assessment		links or sports
							Through contact rugby;		clubs.
							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		
Year 9	Outdoor	•	Listen	•	Map reading	Orienteering	Personal Qualities	Awareness of	take part in
	Adventurous	•	Encourage	•	Communication	In addition to knowledge at year 7,		local municipal	outdoor and
	Activities	•	Reasoning	•	Compass skills	students at this stage should be able to	Application of Skills and	park	adventurous
		•	Determined	•	Teamwork	describe the able of rotation (360	Knowledge		activities
		•	Respectful	•	Problem solving	degrees) in relation to a compass.			which present
		•	Aerobic fitness	•	Empathy		Can you read maps to		intellectual
		•	Navigate	•	Resilience	They should also be able to explain	identify landmarks and		and physical
		•	North	•	Determination	intercardinal direction and discuss the	complete courses of		challenges and
		•	East			relative importance of components of	varying difficulty? Can		be
		•	South			fitness to the success in orienteering	you combine this		encouraged to
		•	West				knowledge with your		work in a
		•	North East				physical fitness levels to		team, building
			South East				compete against other		on trust and
			South West				individuals and groups		developing
			North West				within timed		skills to solve
		•	NOTHI West				orienteering races?		problems,





Year 9	Health Related Exercise 3	•	Physical Fitness Fitness testing Circuit training Work ethic	Physical attributes refer to the components of physical and skill related	Students should know a variety of fitness tests, and be able to link these to components of fitness. They should be	Assessment to be made in an ongoing manner with criteria shared	either individually or as a group Analyse performances compared to
	weeks	• • • • • • • • • • • • • • • • • • • •	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	Physical: Strength, speed, muscular endurance, aerobic endurance, flexibility, body composition. Skill Related: Coordination, power, agility, reaction times, balance. Psychological attributes refer to skill application, and personal qualities in PE Work-ethic and dedication knowledge and understanding of the theory of fitness training (ability to interpret fitness test results, set realistic targets for improvement,	able to describe factors affecting the validity and reliability of fitness test results Students should be able to describe a range of and training methods; showing understanding of immediate effects and long term benefits on the body Students should be able to comment on their own progress in relation to the components of both physical and skill-related fitness Students should demonstrate deeper understanding of exercise in relation to the FITT principles and link training methods to underpinning fitness for sports; using practical examples.	with students on a lesson-by-lesson basis.	previous ones and demonstrate improvement to achieve their personal best





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Year 9	Basketball 4 weeks	ReboundPassDribbleShoot	understanding of a variety of training methods including circuit training, interval training and continuous training. Immediate effects of exercise on the body. Core Skills: Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass,	Team Game Fundamentals. Outwitting an opponent Students should have knowledge of defensive strategy including half court,	To demonstrate the ability to outwit an opponent in a game situation using the	Basketball extra- curricular clubs/ Teams during the academic	Use a range of tactics and strategies to overcome
		 Triple Threat Set shot Jump shot Lay-up Travel Contact Double dribble Decision making Movement Disguise Fluency Control Rule recognition 	crossover dribble, hesitation dribble, rebounding. Advanced Skills: Triple Threat, Lay-up, Outlet pass, through the leg dribble, spin dribble, round the back dribble.	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.	appropriate skills and techniques. Pupils are to develop their knowledge and understanding of the rules in basketball.	year.	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	Leadership 3 weeks	 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





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Year 9	Football 4 Weeks	•	Dynamic Progressive drills	Core Skills: Side foot pass both feet	Students should have knowledge of a variety of activities they could use to appropriately warm up a group. Students should know the benefits of a warm up. Students should understand the concept of a three part lesson and be able to explain the term 'progressive drills'. Students should be able to describe leadership stylers including 'autocratic', 'democratic' and 'lessee faire' Rules of football Knowledge of warm ups and key muscle	part session; can you lead effectively? Demonstrate the ability	Football Clubs Inter form	Use a range of
	weeks		Control Heading Shooting Dribbling Speed Agility Balance Power	Lofted pass strong foot Chip Control with multiple body parts in isolated drills Advanced Skills: Lofted pass weak foot Fluency of control into transitional play Control with multiple body parts in competitive and game scenarios.	Rnowledge 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 Agility Balance Shielding Playing out from the back Target man	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.	competition School Teams Links to Prestwich JFC	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	Cricket 4 weeks	•	Batting Bowling Fielding	Core Skills Bowling underarm Bowling overarm	Outwitting opponent	Show your ability to perform, and to	Cricket Club lunchtimes summer term	Use a range of tactics and strategies to





	and back footShot selection		cricket as a group? Different approaches to test v short format cricket. What shots have you learned about in this unit? How might a team field differently when they are using a spin bowler?	Festival	community links or sports clubs.
weeks Ready position Forehand Backhand Rally Officiate Underarm serve Return	Core Skills Grip Ready Position Backhand Forehand Underarm Serve Advanced Skills Overarm Serve	In addition to year 7/8 knowledge, students should show deeper understanding of the rules of tennis. Including traditional scoring systems and tie-break scoring. Students should be able to draw comparisons to other racquet sports by way of court positioning and attacking/	•	Use of Tennis facility (Prestwich Tennis Club) Extra- Curricular lunchtime club summer term	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.





		•	Space Movement Outwit Pace of ball Power Accuracy	TopspinBackspin		defensive situations to outwit an opponent.			Take part in sports and activities outside school through
		•	Finesse						community links or sports clubs.
Year 9	Athletics 3 weeks	•	Team work Grip Footwork Power Reaction times Acceleration Speed Pace Aerobic fitness Power Control Fluency	 Javelin Sprinting/sprin starts Shot put Middle distance running Discus Relay Change O 	e	In addition to knowledge at year 7/8, students should: Show greater knowledge of their strengths and weaknesses in athletics when comparing and contrasting various events; referencing components of fitness. Draw upon knowledge of components of fitness and physical/ Psychological attributes (AOF3) in performing at maximal levels.	Students will be aware of 'bronze' 'silver' and 'gold' standards to help motivate them toward enhancing their personal best.	Track and field events Market Street Track Bury AC Bury Schools Athletics Championships	Develop their technique and improve their performance in other competitive sports Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best
Year 9	Rounders 4 weeks	•	Throwing Catching Batting Fielding Leg barrier Communication Grip Speed Reaction time	Core skills Throwing and catch (up to 10m) For example to base to base Batting stance Bowling Fielding position on Fielding the outfield Leg barrier technique	imple i base	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





• Control	Advanced skills	They should show increased		and individual
 Fluency. 	Batting with control and	understanding of team play on fielding		games.
	fluency	through appropriate and accurate		
	Throwing and catching	communication: Specifically adjusting		Take part in
	over 10m	the field for stronger batters and left		sports and
	Bowling with speed and	handers.		activities
	consistency			outside school
	Retrieving the ball with			through
	speed and efficiency			community
				links or sports
				clubs.