



Curriculum Overview

PHYSICAL EDUCATION – GIRLS (KS3)





Curriculum Overview KS3 Girls

Subject: PE

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





			Attacking – double dodge, roll off				
Year 7	Rugby 3 weeks	 Target Space Overload Hips Tackle Support Width Rook Offside 	Core Skills: Catch and pass the ball over a variety of distances, evasive running, side step, tackle side on, tackle head on, tackle behind, how to land when tackled Advanced Skills: Be able to draw an opponent and make a pass to beat them, scissors, loop, off load	Team Game fundamentals- 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 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.	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. Summative assessment Through tag or contact rugby; demonstrate your ability to maintain possession, and to gain territorial advantage for your team in rugby.	Information shared as to where in the community students can access rugby union and or rugby league should they wish to participate more in the sport	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Take part in sports and activities outside school through community links or sports clubs.
Year 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.	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





			Students should be able to articulate basic map skills including how to 'thumb the map'; and how navigate using cardinal points		on trust and developing skills to solve problems, either individually or as a group
Year 7 Health Relate Exercis weeks	on care a an ing	Physical attributes refer to the components of physical and skill related fitness. 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	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





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		•	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.				
Year 7	Dance	•	4-coumt/ 8-count	Core skills:	Dance Introduction to contemporary	Formative assessment:	Information	perform
	4 weeks	•	Bars	Performance of motif		will focus on rhythm,	shared as to	dances using
		•	Narrative	movements	Students should be able to describe	creativity of performers	where in the	advanced
		•	Theme	Simple gestures and	dance using various 'SLAE' terminology	within a group setting,	community	dance
		•	Choreography	stillness	and phrases.	and ability to	students can	techniques
		•	Motif	Travel uniformly		choreograph core or	access dance	within a range
		•	Agility	(synchronised) with	Students should be able to identify a	advanced skills into	should they	of dance styles
		•	Alignment	rhythm	motif in various dances. They should	their performance.	wish to	and forms
		•	Balance	Advanced skills:	know how dance is choreographed and		participate	
		•	Control	Performance of motif	how dancers learn sequences.	Summative	more in the	
		•	Coordination	movements with		assessment: Using	activity.	
			Flexibility	expression and narrative		ideas and actions		
			Isolation	Advanced gestures and		learned so far, perform	Extra-curricular	
		١	G esture	stillness showing		your dance.	club exploring a	
			Stillness	flexibility, posture,		This should show the	variety of dance	
				strength, control and/or		following: Timed	styles.	
		•	Travelling	level change.		introduction; gestures		
		•	Elevation (jumps)	Travel individually as		and stillness (4 bars)		
		•	F alling	part of a wider group		Travel (4 bars)		
		•	T urns.	performance. This may		Motif (4 bars)		





Year 7	Basketball 4 weeks	Spatial awareness. Rhythm Rebound Pass Dribble Shoot Triple Threat Set shot Jump shot Lay-up Travel Contact Double dribble Decision making Movement Disguise Fluency Control Rule recognition	include mirror or cannon. 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- possession Students should have knowledge of basic rules of basketball including travel, double dribble and contact violations. Students should be able to explain passing and movement strategies for retaining possession; making reference to various passes and movement both on and off the ball	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. Pupils are to develop their knowledge and understanding of the rules in basketball.	Talk from representative from Phillips Ball Hall. Basketball 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
Year 7	Table Tennis 2 weeks	 Rule recognition Forehand Backhand Push Paddle Rhythm Serve Co-ordination Agility Umpire 		Individual Game fundamentals- rallies Students should understand the concept of rhythm and co-ordination in maintaining a rally. Students should be able to define key terms (agility, reaction times, co-ordination) and give practical examples as to why these are useful in table tennis performance.	Demonstrate your ability to maintain rallies with growing success. Show your knowledge of terminology, skills, components of fitness to participate in a singles tournament.	Minority and emerging sports	links or sports clubs. Develop technique and performance in other competitive sports





Year 7 Football 2 Pass Core Skills: Side foot pass both feet Lofted pass strong foot Shooting Speed Power		1	T				1	1	
Year 7 Football 2 Weeks Pass Core Skills: Side foot pass both feet Lofted pass strong foot Chip Control with multiple body parts in scienarios. Power						Students should have knowledge of			
Year 7 Football 2 Weeks Control Control Side foot pass both feet Lofted pass strong foot Chip Control with multiple body parts in isolated Chifed pass weak foot Fluency of control linto transitional play Control with multiple body parts in competitive and game scenarios.						simple scoring systems and rules for			
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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 Core Skills	technique and explain its importance in the context of a sprint relay race. Students should be able to demonstrate a sprint start and describe effective steps a performer should take when accelerating to full speed. Students should demonstrate an understanding of the term 'pacing' and be able to apply it to the context of distance running. Students should have knowledge of basic rules and regulations of rounders; including scoring systems and who is the scoring runner at all times in arounders game. Students should have knowledge of simple strategies to succeed when fielding and when batting in rounders Students should be able to compare and contrast fielding skills with fielding skills and decision making in other striking and fielding games	Can you outwit an opponent in a game situation using a range of bating, bowling and fielding techniques? Do you have a good understanding of the rules? Progressive rallies in	Rounders club lunchtimes Summer term	demonstrate improvement to achieve their personal best 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. Use a range of
rear /	weeks	 Grip Ready position Forehand Backhand	Grip Ready Position Backhand	ready position' and strategies they can take to maintain a rally in tennis.	tennis. What level of rally can you get to as part of	facility (Prestwich Tennis Club)	tactics and strategies to overcome





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		 Rally Officia Under Return Flight o Top sp Space Mover Outwit Pace o Power Accura Finesso 	rarm serve of ball bin ment t of ball	Forehand Underarm Serve Advanced Skills Overarm Serve Drop shot Topspin Backspin	Students should be able to describe what a 'technically correct' rally between 2 competent tennis players would look like. Students should know the basic rules/regulations and apply them in various situations Students should have knowledge of exercising safely: articulating awareness of the safety of themselves and others during tennis activity	your skill specific warmup? Can you comment on the consistency and effectiveness of your ground strokes? Describe the different court markings and when they are appropriate to the scoring of a tennis match.	Extra Curricular lunchtime club summer term	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	Gymnastics 4 weeks Gymnastics- Travel and Balance	 Unisor Canno Step Leap Turn Spin Mover Express Timing Counti Beats Rhythr Narrat Theme Chorec Setting Story Motif 	ment ssion g ing m tive e ography	 Core Skills: Tuck Jump Star Jump Half turn Full turn Cat leap Log roll Teddy bear roll Forward roll Backward roll Cartwheel Handstand Round-off Bridge Bridge kick over Advanced Skills Pike Jump Straddle Jump Jump 1 ½ turn 	AOP:Students should be able to identify the strengths and weaknesses of themselves and others in practices. They should offer a partner suggestions for improvement Students should demonstrate communication skills with others to positively affect performance. Students should know how to safely? They should demonstrate an awareness of the safety of themselves and others.	Assess pupils appreciation of performance and ways of improving. Create simple routines for individual and partner work.	KS3 Trampoline club	develop their technique and improve their performance in other competitive sports





			 Split Leap Backward Walkover Forward Walkover Handspring Hand stand – forward roll Backward roll- handstand 				
Year 8	Netball 4 weeks	Catch chest pass, bounce pass, shoulder pass, overhead pass space communicate footwork, pivot, landing foot, GA, GS, GK, GD, WA, WD, C, offside obstruction, distance defend, mark, intercept	Core skills: Footwork – stopping, landing & pivoting Attacking – dodging, drive Ball handling – catching whilst stationary Passing over short distances – chest, overhead, bounce & shoulder Shooting – (GA&GS) stationary Rebounds – (GA, GS, GK & GD) Marking – player with the ball Advanced skills: Ball handling – catching on the run, catching in the air Passing over mid-long distance – chest, overhead, bounce & shoulder	Team Game Fundamentals- Attack/Defence Students should be able to explain the game of netball with reference to the following key areas: Markings of the court. Number of players. Playing positions and positional areas. Rules around footwork and pivoting Rules around shooting only in the semi-circle. Rules around marking, contact and distance. Various passes that may be used. Advice as to which passes re most likely to be successful and why. Advice on legal passes eg centre pass/over a third Movement into space using dodging and drive. Penalties - why given and where taken.	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. Pupils are to develop their knowledge and understanding of the rules in Netball.	Netball extra- curricular clubs/ Teams during the academic year. Elite level local netball observation as homework (Manchester Thunder)	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Take part in sports and activities outside school through community links or sports clubs.





			Shooting – (GA&GS) stepping Defence – shadowing, interception, marking a player without the ball Attacking – double dodge, roll off				
Year 8	Rugby 3 weeks	 Target Space Overload Hips Tackle Support Width Rook Offside Knock on 	Core Skills: Catch and pass the ball over a variety of distances, evasive running, side step, tackle side on, tackle head on, tackle behind, how to land when tackled Advanced Skills: Be able to draw an opponent and make a pass to beat them, scissors, loop, off load	Team Game fundamentals- Attacking and defending In addition to key knowledge at year 7, students should understand times where it may be appropriate to kick in rugby; and factors to evaluate including 'offisde' and 'knock on'. The rook scenario may be developed to allow one person to oppose the ruck. Students may therefore apply knowledge of tactics to retain possession in this scenario	Formative assessment Tackling a partner safely in an isolated and conditioned situation. Passing forwards while moving backwards at speed with control. Support play. Carrying ball into contact and maintaining possession through support play after a team mate has been tackled Summative assessment Through tag or contact rugby; demonstrate your ability to maintain possession, and to gain territorial advantage for your team in rugby. Kicking from own third and one person	Information shared as to where in the community students can access rugby union and or rugby league should they wish to participate more in the sport	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Take part in sports and activities outside school through community links or sports clubs.





Year 8	Outdoor Adventurous Activities	 Listen Encourage Reasoning Determined Respectful Aerobic fitness Navigate North East South West North East South East South West North West Physical Fitness 	 Map reading Communication Compass skills Teamwork Problem solving Empathy Resilience Determination 	Orienteering In addition to knowledge at year 7, students at this stage should be able to describe the able of rotation (360 degrees) in relation to a compass. They should also be able to explain intercardinal direction and discuss the relative importance of components of fitness to the success in orienteering	opposed rook over the tackled player allowed. Personal Qualities Application of Skills and Knowledge Can you read maps to identify landmarks and complete courses of varying difficulty? Can you combine this knowledge with your physical fitness levels to compete against other individuals and groups within timed orienteering races?	Awareness of local municipal park	take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
Year 8	Health Related Exercise 3 weeks	 Fitness testing Circuit training Work ethic dedication Components of physical fitness: Aerobic Endurance Muscular Endurance Strength Speed Flexibility Agility 	Physical attributes refer to the components of physical and skill related fitness. Physical: Strength, speed, muscular endurance, aerobic endurance, flexibility, body composition. Skill Related: Coordination, power,	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 Students should be able to describe a range of and training methods; showing some understanding of effects on the body Students should be able to comment on their own progress in relation to the components of fitness	Assessment to be made in an ongoing manner with criteria shared with students on a lesson-by-lesson basis.		Analyse performances compared to previous ones and demonstrate improvement to achieve their personal best





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			Balance Co-ordination Reaction times Power Continuous training Pacing Heart rate Body temperature Breathing rate Aerobic endurance Pacing Interval Training recovery	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, understanding of a variety of training methods including circuit training, interval training and continuous training. Immediate effects of exercise on the body.	Students should demonstrate understanding of exercise in relation to the FITT principles and link training methods to underpinning fitness for sports; using practical examples.			
Year 8	Dance 4 weeks	•	4-coumt/ 8-count Bars Narrative Theme Choreography Motif Agility	Core skills: Performance of motif movements Simple gestures and stillness	Dance Introduction to contemporary Students should be able to describe various levels and ways to choreograph 'travel' creatively. They should be able to expand on this knowledge by saying	Formative assessment: will focus on rhythm, creativity of performers within a group setting, and ability to choreograph core or	Information shared as to where in the community students can access dance should they	Use a range of tactics and strategies to overcome opponents in direct competition





		 Alignment Balance Control Coordinati Flexibility Isolation Gesture Stillness Travelling Elevation (Falling Turns. Spatial awareness Rhythm 	(synchronised) with rhythm 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	which ones are more advanced and why. Students should be able to suggest areas of strength and weakness of a dance by comparing posture, strength, control and level change to a 'correct technical model'.	advanced skills into their performance. Summative assessment: Using ideas and actions learned so far, perform your dance to 'Thriller'. This should show the following: Timed introduction gestures and stillness Travel Motif Level Changes Elevation and turns	wish to participate more in the activity. Extra-curricular club exploring a variety of dance styles.	through team and individual games. Take part in sports and activities outside school through community links or sports clubs.
Year 8	Basketball 4 weeks	 Rebound Pass Dribble Shoot Triple Three Set shot Jump shot Lay-up Travel Contact Double dri Decision m Movement Disguise Fluency Control 	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 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





		•	Rule recognition					links or sports clubs.
Year 8	Table Tennis 2 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 Weeks	•	Pass Control Heading Shooting Dribbling Speed Agility Balance Power	Core Skills: Side foot pass both feet Lofted pass strong foot Chip Control with multiple body parts in isolated drills Advanced Skills: Lofted pass weak foot Fluency of control into transitional play Control with multiple body parts in competitive and game scenarios.	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 Students should be familiar with a range of strategies to maximise effectiveness in attacking and defensive situations. Including: Attack: Tempo Switch of play Width	Demonstrate the ability to outwit an opponent in a practice and game situation using skills and techniques. Link components of fitness to success in football skills and performance.	Football Clubs Inter form competition School Teams Links to Prestwich JFC	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Take part in sports and activities outside school through community





Vocas	Addata	Townsel		Overload Change of pace Defence: Marking Maintaining shape Jockeying Communication Doubling up on influential players where appropriate	Chuda nha will be a ware	Trook and Sald	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 	Core skills Throwing and catching (up to 10m) For example base to base Batting stance Bowling Fielding position on base	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?	Rounders club lunchtimes Summer term	Use a range of tactics and strategies to overcome opponents in direct competition





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		•	Grip Speed Reaction time Control Fluency	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		Do you have a good understanding of the rules?		through team and individual games. 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	Gymnastics 4 weeks	•	Unison Cannon Step	Core Skills:Tuck JumpStar Jump	In addition to knowledge from year 7, students should be able to articulate	Assess pupils appreciation of	KS3 Trampoline Club	develop their technique and improve their





	<u>Sports</u>	• Leap	Half turn	their performance or the performance	performance and ways		performance
	<u>Acrobatics</u>	• Turn	Full turn	of others in terms of:	of improving.		in other
		• Spin	Cat leap		Create more complex		competitive
		 Movement 	Log roll	Difficulty/tariff of routine	routines for individual		sports
		 Expression 	 Teddy bear roll 	Composition of routine	and partner work.		
		Timing	Forward roll	Awareness of how to move effectively,			
		 Counting 	Backward roll	smoothly and precisely			
		 Beats 	 Cartwheel 	Acceleration/deceleration of			
		 Rhythm 	 Handstand 	movements			
		 Narrative 	Round-off	Use of space			
		Theme	Bridge				
		 Choreography 	Bridge kick over				
		Setting	Advanced Skills				
		• Story	Pike Jump				
		Motif	Straddle Jump				
			Jump 1 ½ turn				
			Split Leap				
			Backward Walkover				
			Forward Walkover				
			 Handspring 				
			Hand stand –				
			forward roll				
			Backward roll-				
			handstand				
			•				
Year 9	Netball 4	Catch	Core skills:	Team Game Fundamentals- Outwitting	To demonstrate the	Netball extra-	Use a range of
	weeks	chest pass, bounce	• Footwork –	an Opponent	ability to outwit an	curricular clubs/	tactics and
		pass, shoulder pass,	stopping, landing &	Students should be able to explain the	opponent in a game	Teams during	strategies to
		overhead pass	pivoting	game of netball with reference to the	situation using the	the academic	overcome
		space communicate	 Attacking – dodging, 	following key areas:	appropriate skills and	year.	opponents in
			drive		techniques. Pupils are		direct
		footwork, pivot,	Ball handling –	Markings of the court.	to develop their	Elite level local	competition
		landing foot, GA, GS,	catching whilst	Number of players.	knowledge and	netball	through team
			stationary			observation as	





		GK, GD, WA, WD, C,	Passing over short	Playing positions/positional	understanding of the	homework	and individual
		offside	distances – chest,	areas/positional purpose and	rules in Netball.	(Manchester	games.
			overhead, bounce &	strengths.		Thunder)	
		obstruction, distance	shoulder	Advice on who takes out of court			Take part in
		defend,	 Shooting – (GA&GS) 	passes.			sports and
		mark,	stationary	 Rules around footwork and 			activities
		intercept	 Rebounds – (GA, GS, 	pivoting			outside school
			GK & GD)	 Movement around and blocking 			through
			 Marking – player 	shooting in the semi-circle			community
			with the ball	Rules around marking, contact and			links or sports
			Advanced skills:	distance on and off the ball.			clubs.
			 Ball handling – 	Advice as to which passes re most			
			catching on the run,	likely to be successful and why in			
			catching in the air	each area of the court.			
			 Passing over mid- 	Advice on legal passes eg centre			
			long distance –	pass/over a third			
			chest, overhead,	 Movement into space using 			
			bounce & shoulder	dodging and drive. Holding space.			
			 Shooting – (GA&GS) 	Penalties - why given and where			
			stepping	taken and who by.			
			 Defence – 				
			shadowing,				
			interception,				
			marking a player				
			without the ball				
			 Attacking – double 				
			dodge, roll off				
Year 9	Netball 4	 Catch 	Core skills:	Team Game Fundamentals- Outwitting	To demonstrate the	Netball extra-	Use a range of
	weeks	chest pass	Footwork – stopping,	an Opponent	ability to outwit an	curricular clubs/	tactics and
		 bounce pass 	landing & pivoting	Students should be able to explain the	opponent in a game	Teams during	strategies to
		o shoulder	Attacking – dodging,	game of netball with reference to the	situation using the	the academic	overcome
		pass	drive	following key areas:	appropriate skills and	year.	opponents in
		overhead	Ball handling – catching		techniques. Pupils are		direct
		pass	whilst stationary	Markings of the court.	to develop their	Elite level local	competition
		o space		 Number of players. 	knowledge and	netball	through team





		•	communicate Footwork Pivot Ianding foot Offside Positions obstruction, distance defend, mark, intercept	Passing over short distances – chest, overhead, bounce & shoulder Shooting – (GA&GS) stationary Rebounds – (GA, GS, GK & GD) Marking – player with the ball Advanced skills: Ball handling – catching on the run, catching in the air Passing over mid-long distance – chest, overhead, bounce & shoulder Shooting – (GA&GS) stepping Defence – shadowing, interception, marking a player without the ball Attacking – double dodge roll off	•	Playing positions/positional areas/positional purpose and strengths. Advice on who takes out of court passes. Rules around footwork and pivoting Movement around and blocking shooting in the semi-circle Rules around marking, contact and distance on and off the ball. Advice as to which passes re most likely to be successful and why in each area of the court. Advice on legal passes eg centre pass/over a third Movement into space using dodging and drive. Holding space. Penalties - why given and where taken and who by.	understanding of the rules in Netball.	observation as homework (Manchester Thunder)	and individual games. Take part in sports and activities outside school through community links or sports clubs.
Year 9	Badminton 4	•	Racket	dodge, roll off Core skills;	Inc	dividual game fundamentals-	Formative assessment	Badminton Club	Use a range of
.cai 5	weeks	•	Shuttlecock	grip of racket, forehand		twitting an opponent	around various shots,	Fri Lunchtime	tactics and
		•	Recoil	shot, backhand shot,		addition to knowledge from year 8,	rule understanding,	Ht1	strategies to
		•	Follow through	service, return, overhead		idents should be given opportunity to	shot selection, shot		overcome
		•	Tramlines	shot, underarm shot,	ı	velop understanding in the following	execution, use of		opponents in
		•	Power	rules of singles and	are	eas:	disguise where		direct
		•	Wrist	doubles badminton	۲.	adama albandalba abb ee ee ee ee	appropriate.; use of a		competition
		•	Flick			udents should be able to articulate	combination of shots in		through team
		•	Communication		wr	nat is meant by the word 'disguise'	order to outwit an		





		•	Officiate Selection	Advanced skills; overhead clear,	and be able to give a practical example of how it may be used in badminton.	opponent. Application of tactics/ appreciation		and individual games.
			Success	underarm clear, drop	or now it may be asea in saaminton.	of situations in		games.
		•	Outwit	shot	Students should be able to offer	badminton.		Take part in
		•	Communicate		feedback in terms of "what went well",			sports and
		•	Decision making	Officiating:	but also "next steps for development"	Verbal analysis of		activities
		•	Officiate	Understand the scoring	to another performer.	performance in relation		outside school
				system, understand the		to feedback		through
				court layout, understand		conversations.		community
				the rules, communicate				links or sports
				with players scores and		Summative		clubs.
				decisions, decide who		assessment		
				has won the point, deal		In small groups,		
				with disputes over		demonstrate your		
				decisions		ability to perform		
						safely and effectively in		
						a badminton		
						tournament.		
						You should particularly		
						pay attention to the following areas:		
						Individual warm up,		
						Tournament		
						organisation,		
						The safety of yourself		
						and others,		
						Showing your skills and		
						knowledge as a		
						performer, a coach,		
						and an official.		
Year 9	Handball	•	Hip Pass	Core Skills	Team Game Fundamentals- Outwitting	Demonstrate your	View Olympic	Use a range of
		•	Shoulder Pass	Range of passes	an Opponent	ability outwit an	final on	tactics and
		•	Bounce Pass	demonstrated in		opposing team through	YouTube.	strategies to
		•	Jump pass					overcome





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		•	Side pass Shoot Zonal Defence Transition Footwork dribble	conditioned situations on the move Advanced skills Range of passes demonstrated in conditioned situations at speed with control and fluency	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	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?		opponents in direct competition through team and individual games
Year 9	Outdoor Adventurous Activities	•	Listen Encourage Reasoning Determined Respectful Aerobic fitness Navigate North East South West North East South East South West North West North West Physical Fitness	 Map reading Communication Compass skills Teamwork Problem solving Empathy Resilience Determination 	Orienteering In addition to knowledge at year 7, students at this stage should be able to describe the able of rotation (360 degrees) in relation to a compass. They should also be able to explain intercardinal direction and discuss the relative importance of components of fitness to the success in orienteering	Personal Qualities Application of Skills and Knowledge Can you read maps to identify landmarks and complete courses of varying difficulty? Can you combine this knowledge with your physical fitness levels to compete against other individuals and groups within timed orienteering races?	Awareness of local municipal park	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





Year 9	Health Related Exercise 3 weeks	 Fitness testing Circuit training Work ethic dedication Components of physical fitness: Aerobic Endurance 	Physical attributes refer to the components of physical and skill related fitness. Physical: Strength, speed, muscular endurance, aerobic	Students should know a variety of fitness tests, and be able to link these to components of fitness. They should be able to describe factors affecting the validity and reliability of fitness test results Students should be able to describe a	Assessment to be made in an ongoing manner with criteria shared with students on a lesson-by-lesson basis.	individually or as a group Analyse performances compared to previous ones and demonstrate improvement to achieve
		 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 	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, understanding of a variety of training	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.		their personal best





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Year 9	Football 4	• Pass	methods including circuit training, interval training and continuous training. Immediate effects of exercise on the body. Core Skills:	Rules of football	Demonstrate the ability	Football Clubs	Use a range of
	Weeks	 Control Heading Shooting Dribbling Speed Agility Balance Power 	Side foot pass both feet Lofted pass strong foot Chip Control with multiple body parts in isolated drills Advanced Skills: Lofted pass weak foot Fluency of control into transitional play Control with multiple body parts in competitive and game scenarios.	Knowledge of warm ups and key muscle groups Components of fitness Students should be familiar with a range of strategies and techniques that a player or small group of players could use to outwit an opponent Outwitting an opponent: Disguise Feints Overloads 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.	Inter form 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	Basketball 4 weeks	 Rebound Pass Dribble Shoot Triple Threat Set shot 	Core Skills: Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass, crossover dribble,	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 appropriate skills and techniques. Pupils are	Basketball extra- curricular clubs/ Teams during the academic year.	Use a range of tactics and strategies to overcome opponents in direct





		 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.	full court, man to man and zonal defence. Students should have knowledge of attacking principles including transition, fast break and spacing. Students should understand what a 'screen; is in basketball, and how it can be used to outwit an opponent. Students should be able to further rationalise decision making and, using practical examples, know when to pass, dribble and shoot.	to develop their knowledge and understanding of the rules in basketball.		competition through team and individual games. Take part in sports and activities outside school through community links or sports clubs.
Year 9	Leadership 4 weeks	 Plan Risk assessment Risk Hazard Pulse raiser Variety Static Dynamic Progressive drills 		Students should understand the term risk assessment and be able to give a number of examples that a coach should need to consider when leading a sports session. Students should have knowledge of a variety of activities they could use to appropriately warm up a group. Students should know the benefits of a warm up. Students should understand the concept of a three part lesson and be able to explain the term 'progressive drills'.	Demonstrate your ability to lead part or all of a session to a small group of students. Consider health and safety, and the three part session; can you lead effectively?	Knowledge of Leadership	Intellectual and physical challenges. Developing problem solving skills





Year 9	Athletics 3 weeks	 Team work Grip Footwork Power Reaction times Acceleration Speed Pace Aerobic fitness Power Control Fluency 	 Javelin Sprinting/ sprint starts Shot put Middle distance running Discus Relay Change Overs 	Students should be able to describe leadership stylers including 'autocratic', 'democratic' and 'lessee faire' 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 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	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. They should show increased understanding of team play on fielding through appropriate and accurate communication: Specifically adjusting the field for stronger batters and left handers.	Can you outwit an opponent in a game situation using a range of bating, bowling and fielding techniques? Do you have a good understanding of the rules?	Rounders club lunchtimes Summer term	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Take part in sports and activities





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Year 9	Tennis 3 weeks	Grip Ready position	Throwing and catching over 10m Bowling with speed and consistency Retrieving the ball with speed and efficiency Core Skills Grip	In addition to year 7/8 knowledge, students should show deeper	Knowledge and understanding of rules	Use of Tennis facility	outside school through community links or sports clubs. Use a range of tactics and
		ForehandBackhand	Ready Position Backhand	understanding of the rules of tennis. Including traditional scoring systems	in tennis.	(Prestwich Tennis Club)	strategies to overcome
		 Rally Officiate Underarm serve Return Flight of ball Top spin Space Movement Outwit Pace of ball Power Accuracy Finesse 	Forehand Underarm Serve Advanced Skills Overarm Serve Drop shot Topspin Backspin	and tie-break scoring. Students should be able to draw comparisons to other racquet sports by way of court positioning and attacking/ defensive situations to outwit an opponent.	Know and demonstrate the different types of shot with control/ fluency/ consistency	Extra- Curricular lunchtime club summer term	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	Gymnastics		Core skills,	Awareness of strengths/weaknesses	Assess pupils	KS3 Trampoline	develop their
	4 weeks		Shapes: Tuck, Straddle,	and actions of other performers e.g.	appreciation of	Club	technique and
	<u>Trampoline</u>		Pike Twists: Half ,Full, Seat	adopt a different routine/tariff of discipline depending on score achieved	performance and ways of improving.		improve their performance
			Drop	by other competitors.	Create more complex		in other
			Rotational movements:	2, cane. competitions.	routines for individual		competitive
			Front landing, Back	Awareness of the rules and regulations	and partner work.		sports
			landing Combined	of the activity and their application	'		
			movements: Swivel hips	(including judging signals)			





	Half twist in/out of front	Students should be able to make		
	and back landing	accurate reference to the quality of		
	Seat to front Front to	individual elements of a sequence		
	seat			
	Advanced skills,			
	Back to front			
	Front to back			
	Half turntable			
	Cradle			
	Front somersault			
	(tucked)			
	Back somersault (tucked)			