



Curriculum Overview

PHYSICAL EDUCATION – GIRLS (KS3)

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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	<p>Catch chest pass, bounce pass, shoulder pass, overhead pass space communicate</p> <p>footwork, pivot, landing foot, GA, GS, GK, GD, WA, WD, C, offside</p> <p>obstruction, distance defend, mark, intercept</p>	<p>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</p> <p>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</p>	<p>Team game fundamentals- possession Students should be able to explain the game of netball with reference to the following key areas:</p> <ul style="list-style-type: none"> • Markings of the court. • Number of players. • Playing positions and some boundaries • Rules around footwork • Rules around shooting only in the semi-circle. • Various passes that may be used. • Advice as to which passes re most likely to be successful and why. • Movement into space using dodging and drives 	<p>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. Pupils are to develop their knowledge and understanding of the rules in Netball.</p>	<p>Netball extra-curricular clubs/ Teams during the academic year.</p> <p>Elite level local netball observation as homework (Manchester Thunder)</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>

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			Attacking – double dodge, roll off				
Year 7	Rugby 3 weeks	<ul style="list-style-type: none"> • Target • Space • Overload • Hips • Tackle • Support • Width • Rook • Offside 	<p>Core Skills: Catch and pass the ball over a variety of distances, evasive running, side step, tackle side on, tackle head on, tackle behind, how to land when tackled</p> <p>Advanced Skills: Be able to draw an opponent and make a pass to beat them, scissors, loop, off load</p>	<p>Team Game fundamentals- Possession</p> <p>Students should be able to identify rules regarding passing, and to tackling safely.</p> <p>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.</p> <p>Once in a tackled position, students should be able to explain and/ or demonstrate techniques that can be used to retain possession</p> <p>Decision making and tactics: In a game situation when to pass and when to run, where, as a support runner, they can be most effective.</p>	<p>Formative assessment</p> <p>Tackling a partner safely in an isolated and conditioned situation.</p> <p>Passing forwards while moving backwards.</p> <p>Carrying ball into contact and maintaining possession after having been tackled.</p> <p>Summative assessment</p> <p>Through tag or contact rugby; demonstrate your ability to maintain possession, and to gain territorial advantage for your team in rugby.</p>	Information shared as to where in the community students can access rugby union and or rugby league should they wish to participate more in the sport	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 7	<p>Outdoor Adventurous Activities</p> <p>Field Trip ½ day – Introduction to Orienteering</p>	<ul style="list-style-type: none"> • Listen • Encourage • Reasoning • Determined • Respectful • Aerobic fitness • Navigate • North • East • South • West 	<ul style="list-style-type: none"> • Map reading • Communication • Teamwork • Problem solving • Empathy • Resilience • Determination 	<p>Team Building</p> <p>Students should be able to explain the concept of teamwork and give practical examples of how and why these skills are important in physical activity settings.</p> <p>Students should be able to work together to navigate maps and find control markers.</p>	<p>What Personal Qualities and physical attributes can you bring to your team?</p> <p>Use teamwork, communication, problem solving and encouragement to help yourself and others succeed in the given tasks</p>	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

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				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 Related Exercise 3 weeks	<ul style="list-style-type: none"> • Fitness testing • Circuit training • Work ethic dedication • Components of physical fitness: • Aerobic Endurance • Muscular Endurance • Strength • Speed • Flexibility • Agility • Balance • Co-ordination • Reaction times • Power • Continuous training • Pacing • Heart rate • Body temperature • Breathing rate • Aerobic endurance 	<p>Physical attributes refer to the components of physical and skill related fitness.</p> <p><u>Physical:</u> Strength, speed, muscular endurance, aerobic endurance, flexibility, body composition.</p> <p><u>Skill Related:</u> Co-ordination, power, agility, reaction times, balance.</p> <p>Psychological attributes refer to skill application, and personal qualities in PE</p> <p>Work-ethic and dedication</p> <p>knowledge and understanding of the theory of fitness training (ability to interpret</p>	<p>Students should know a variety of fitness tests and be able to link these to components of fitness.</p> <p>Students should be able to identify a range of and training methods.</p> <p>Students should develop an understanding of their fitness levels in context of normative data and sporting performance.</p> <p>Students should demonstrate basic understanding of exercise in relation to the FITT principles</p>	Assessment to be made in an ongoing manner with criteria shared with students on a lesson-by-lesson basis.		Analyse performances compared to previous ones and demonstrate improvement to achieve their personal best

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		<ul style="list-style-type: none"> • Pacing • Interval Training • recovery 	<p>fitness test results, set realistic targets for improvement,</p> <p>understanding of a variety of training methods including circuit training, interval training and continuous training.</p> <p>Immediate effects of exercise on the body.</p>				
Year 7	Dance 4 weeks	<ul style="list-style-type: none"> • 4-count/ 8-count • Bars • Narrative • Theme • Choreography • Motif • Agility • Alignment • Balance • Control • Coordination • Flexibility • Isolation • Gesture • Stillness • Travelling • Elevation (jumps) • Falling • Turns. 	<p>Core skills: Performance of motif movements Simple gestures and stillness Travel uniformly (synchronised) with rhythm</p> <p>Advanced skills: Performance of motif movements with expression and narrative Advanced gestures and stillness showing flexibility, posture, strength, control and/or level change. Travel individually as part of a wider group performance. This may</p>	<p>Dance Introduction to contemporary</p> <p>Students should be able to describe dance using various 'SLAE' terminology and phrases.</p> <p>Students should be able to identify a motif in various dances. They should know how dance is choreographed and how dancers learn sequences.</p>	<p>Formative assessment: will focus on rhythm, creativity of performers within a group setting, and ability to choreograph core or advanced skills into their performance.</p> <p>Summative assessment: Using ideas and actions learned so far, perform your dance. This should show the following: Timed introduction; gestures and stillness (4 bars) Travel (4 bars) Motif (4 bars)</p>	<p>Information shared as to where in the community students can access dance should they wish to participate more in the activity.</p> <p>Extra-curricular club exploring a variety of dance styles.</p>	<p>perform dances using advanced dance techniques within a range of dance styles and forms</p>

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		<ul style="list-style-type: none"> • Spatial awareness. • Rhythm 	include mirror or cannon.				
Year 7	Basketball 4 weeks	<ul style="list-style-type: none"> • Rebound • Pass • Dribble • Shoot • Triple Threat • Set shot • Jump shot • Lay-up • Travel • Contact • Double dribble • Decision making • Movement • Disguise • Fluency • Control • Rule recognition 	<p>Core Skills: Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass, crossover dribble, hesitation dribble, rebounding.</p> <p>Advanced Skills: Triple Threat, Lay-up, Outlet pass, through the leg dribble, spin dribble, round the back dribble.</p>	<p>Team Game Fundamentals- possession</p> <p>Students should have knowledge of basic rules of basketball including travel, double dribble and contact violations.</p> <p>Students should be able to explain passing and movement strategies for retaining possession; making reference to various passes and movement both on and off the ball</p>	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. Pupils are to develop their knowledge and understanding of the rules in basketball.	<p>Talk from representative from Phillips Ball Hall.</p> <p>Basketball extra- curricular clubs/ Teams during the academic year.</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 7	Table Tennis 2 weeks	<ul style="list-style-type: none"> • Forehand • Backhand • Push • Paddle • Rhythm • Serve • Co-ordination • Agility • Umpire 		<p>Individual Game fundamentals- rallies</p> <p>Students should understand the concept of rhythm and co-ordination in maintaining a rally.</p> <p>Students should be able to define key terms (agility, reaction times, co-ordination) and give practical examples as to why these are useful in table tennis performance.</p>	<p>Demonstrate your ability to maintain rallies with growing success.</p> <p>Show your knowledge of terminology, skills, components of fitness to participate in a singles tournament.</p>	Minority and emerging sports	Develop technique and performance in other competitive sports

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				Students should have knowledge of simple scoring systems and rules for games			
Year 7	Football 2 Weeks	<ul style="list-style-type: none"> • Pass • Control • Heading • Shooting • Dribbling • Speed • Agility • Balance • Power 	<p>Core Skills: Side foot pass both feet Lofted pass strong foot Chip Control with multiple body parts in isolated drills</p> <p>Advanced Skills: Lofted pass weak foot Fluency of control into transitional play Control with multiple body parts in competitive and game scenarios.</p>	<p>Team Game Fundamentals- Possession Students should be able to articulate: Rules of football Knowledge of warm ups / key muscle groups Components of fitness</p> <p>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</p>	Demonstrate the ability to retain possession in a practice and game situation using skills, techniques and knowledge. Link components of fitness to success in football skills and performance.	Football Clubs Inter form competition School Teams Links to Prestwich JFC	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Take part in sports and activities outside school through community links or sports clubs.
Year 7	Athletics 3 weeks	<ul style="list-style-type: none"> • Team work • Grip • Footwork • Power • Reaction times • Acceleration • Speed • Pace • Aerobic fitness • Power • Control • Fluency 	<ul style="list-style-type: none"> • Javelin • Sprinting/ sprint starts • Shot put • Middle distance running • Discus • Relay Change Overs 	<p>Students should have knowledge of rules and regulations with reference to a range of throwing events.</p> <p>Students should have knowledge of their own stage of complexity in technique and be able to make informed choices when throwing for distance.</p> <p>Students should be able to describe the downsweep relay changeover</p>	Students will be aware of 'bronze' 'silver' and 'gold' standards to help motivate them toward enhancing their personal best.	Track and field events Market Street Track Bury AC Bury Schools Athletics Championships	Develop their technique and improve their performance in other competitive sports Analyse their performance compared to previous ones and

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				<p>technique and explain its importance in the context of a sprint relay race.</p> <p>Students should be able to demonstrate a sprint start and describe effective steps a performer should take when accelerating to full speed.</p> <p>Students should demonstrate an understanding of the term 'pacing' and be able to apply it to the context of distance running.</p>			demonstrate improvement to achieve their personal best
Year 7	Rounders 4 weeks	<ul style="list-style-type: none"> • Throwing • Catching • Batting • Fielding • Leg barrier • Communication • Grip • Speed • Reaction time • Control • Fluency. 	<p>Core skills</p> <p>Throwing and catching (up to 10m) For example base to base</p> <p>Batting stance</p> <p>Bowling</p> <p>Fielding position on base</p> <p>Fielding the outfield</p> <p>Leg barrier technique</p> <p>Advanced skills</p> <p>Batting with control and fluency</p> <p>Throwing and catching over 10m</p> <p>Bowling with speed and consistency</p> <p>Retrieving the ball with speed and efficiency</p>	<p>Students should have knowledge of basic rules and regulations of rounders; including scoring systems and who is the scoring runner at all times in a rounders game.</p> <p>Students should have knowledge of simple strategies to succeed when fielding and when batting in rounders</p> <p>Students should be able to compare and contrast fielding skills with fielding skills and decision making in other striking and fielding games</p>	<p>Can you outwit an opponent in a game situation using a range of bating, bowling and fielding techniques?</p> <p>Do you have a good understanding of the rules?</p>	<p>Rounders club lunchtimes</p> <p>Summer term</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 7	Tennis 3 weeks	<ul style="list-style-type: none"> • Grip • Ready position • Forehand • Backhand 	<p>Core Skills</p> <p>Grip</p> <p>Ready Position</p> <p>Backhand</p>	<p>Students should have knowledge of 'ready position' and strategies they can take to maintain a rally in tennis.</p>	<p>Progressive rallies in tennis.</p> <p>What level of rally can you get to as part of</p>	<p>Use of Tennis facility (Prestwich Tennis Club)</p>	<p>Use a range of tactics and strategies to overcome</p>

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		<ul style="list-style-type: none"> • Rally • Officiate • Underarm serve • Return • Flight of ball • Top spin • Space • Movement • Outwit • Pace of ball • Power • Accuracy • Finesse 	<p>Forehand Underarm Serve</p> <p>Advanced Skills Overarm Serve Drop shot Topspin Backspin</p>	<p>Students should be able to describe what a 'technically correct' rally between 2 competent tennis players would look like.</p> <p>Students should know the basic rules/regulations and apply them in various situations</p> <p>Students should have knowledge of exercising safely: articulating awareness of the safety of themselves and others during tennis activity</p>	<p>your skill specific warmup? Can you comment on the consistency and effectiveness of your ground strokes?</p> <p>Describe the different court markings and when they are appropriate to the scoring of a tennis match.</p>	<p>Extra Curricular lunchtime club summer term</p>	<p>opponents in direct competition through team and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 7	<p>Gymnastics 4 weeks Gymnastics- Travel and Balance</p>	<ul style="list-style-type: none"> • Unison • Cannon • Step • Leap • Turn • Spin • Movement • Expression • Timing • Counting • Beats • Rhythm • Narrative • Theme • Choreography • Setting • Story • Motif 	<ul style="list-style-type: none"> • 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 	<p>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</p> <p>Students should demonstrate communication skills with others to positively affect performance.</p> <p>Students should know how to safely? They should demonstrate an awareness of the safety of themselves and others.</p>	<p>Assess pupils appreciation of performance and ways of improving. Create simple routines for individual and partner work.</p>	<p>KS3 Trampoline club</p>	<p>develop their technique and improve their performance in other competitive sports</p>

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			<ul style="list-style-type: none"> • Split Leap • Backward Walkover • Forward Walkover • Handspring • Hand stand – forward roll • Backward roll-handstand 				
Year 8	Netball 4 weeks	<p>Catch chest pass, bounce pass, shoulder pass, overhead pass space communicate</p> <p>footwork, pivot, landing foot, GA, GS, GK, GD, WA, WD, C, offside</p> <p>obstruction, distance defend, mark, intercept</p>	<p>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</p> <p>Advanced skills: Ball handling – catching on the run, catching in the air Passing over mid-long distance – chest, overhead, bounce & shoulder</p>	<p>Team Game Fundamentals- Attack/Defence</p> <p>Students should be able to explain the game of netball with reference to the following key areas:</p> <ul style="list-style-type: none"> • 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. 	<p>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. Pupils are to develop their knowledge and understanding of the rules in Netball.</p>	<p>Netball extra-curricular clubs/ Teams during the academic year.</p> <p>Elite level local netball observation as homework (Manchester Thunder)</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>

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			Shooting – (GA&GS) stepping Defence – shadowing, interception, marking a player without the ball Attacking – double dodge, roll off				
Year 8	Rugby 3 weeks	<ul style="list-style-type: none"> • Target • Space • Overload • Hips • Tackle • Support • Width • Rook • Offside • Knock on 	<p>Core Skills: Catch and pass the ball over a variety of distances, evasive running, side step, tackle side on, tackle head on, tackle behind, how to land when tackled</p> <p>Advanced Skills: Be able to draw an opponent and make a pass to beat them, scissors, loop, off load</p>	<p>Team Game fundamentals- Attacking and defending</p> <p>In addition to key knowledge at year 7, students should understand times where it may be appropriate to kick in rugby; and factors to evaluate including ‘offside’ and ‘knock on’.</p> <p>The rook scenario may be developed to allow one person to oppose the ruck. Students may therefore apply knowledge of tactics to retain possession in this scenario</p>	<p>Formative assessment</p> <p>Tackling a partner safely in an isolated and conditioned situation. Passing forwards while moving backwards at speed with control. Support play. Carrying ball into contact and maintaining possession through support play after a team mate has been tackled</p> <p>Summative assessment</p> <p>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</p>	<p>Information shared as to where in the community students can access rugby union and or rugby league should they wish to participate more in the sport</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>

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					opposed rook over the tackled player allowed.		
Year 8	Outdoor Adventurous Activities	<ul style="list-style-type: none"> • Listen • Encourage • Reasoning • Determined • Respectful • Aerobic fitness • Navigate • North • East • South • West • North East • South East • South West • North West • Physical Fitness 	<ul style="list-style-type: none"> • Map reading • Communication • Compass skills • Teamwork • Problem solving • Empathy • Resilience • Determination 	<p>Orienteering</p> <p>In addition to knowledge at year 7, students at this stage should be able to describe the able of rotation (360 degrees) in relation to a compass.</p> <p>They should also be able to explain intercardinal direction and discuss the relative importance of components of fitness to the success in orienteering</p>	<p>Personal Qualities</p> <p>Application of Skills and Knowledge</p> <p>Can you read maps to identify landmarks and complete courses of varying difficulty? Can you combine this knowledge with your physical fitness levels to compete against other individuals and groups within timed orienteering races?</p>	Awareness of local municipal park	take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
Year 8	Health Related Exercise 3 weeks	<ul style="list-style-type: none"> • Fitness testing • Circuit training • Work ethic dedication • Components of physical fitness: • Aerobic Endurance • Muscular Endurance • Strength • Speed • Flexibility • Agility 	<p>Physical attributes refer to the components of physical and skill related fitness.</p> <p><u>Physical:</u> Strength, speed, muscular endurance, aerobic endurance, flexibility, body composition.</p> <p><u>Skill Related:</u> Co-ordination, power,</p>	<p>Students should know a variety of fitness tests, and be able to link these to components of fitness. They should be able to describe factors affecting the reliability of fitness test results</p> <p>Students should be able to describe a range of and training methods; showing some understanding of effects on the body</p> <p>Students should be able to comment on their own progress in relation to the components of fitness</p>	Assessment to be made in an ongoing manner with criteria shared with students on a lesson-by-lesson basis.		Analyse performances compared to previous ones and demonstrate improvement to achieve their personal best

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		<ul style="list-style-type: none"> • Balance • Co-ordination • Reaction times • Power • Continuous training • Pacing • Heart rate • Body temperature • Breathing rate • Aerobic endurance • Pacing • Interval Training • recovery 	<p>agility, reaction times, balance.</p> <p>Psychological attributes refer to skill application, and personal qualities in PE</p> <p>Work-ethic and dedication</p> <p>knowledge and understanding of the theory of fitness training (ability to interpret fitness test results, set realistic targets for improvement,</p> <p>understanding of a variety of training methods including circuit training, interval training and continuous training.</p> <p>Immediate effects of exercise on the body.</p>	<p>Students should demonstrate understanding of exercise in relation to the FITT principles and link training methods to underpinning fitness for sports; using practical examples.</p>			
Year 8	Dance 4 weeks	<ul style="list-style-type: none"> • 4-count/ 8-count • Bars • Narrative • Theme • Choreography • Motif • Agility 	<p>Core skills:</p> <p>Performance of motif movements</p> <p>Simple gestures and stillness</p>	<p>Dance Introduction to contemporary</p> <p>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</p>	<p>Formative assessment:</p> <p>will focus on rhythm, creativity of performers within a group setting, and ability to choreograph core or</p>	<p>Information shared as to where in the community students can access dance should they</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition</p>

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		<ul style="list-style-type: none"> • Alignment • Balance • Control • Coordination • Flexibility • Isolation • Gesture • Stillness • Travelling • Elevation (jumps) • Falling • Turns. • Spatial awareness. • Rhythm 	<p>Travel uniformly (synchronised) with rhythm</p> <p>Advanced skills: Performance of motif movements with expression and narrative Advanced gestures and stillness showing flexibility, posture, strength, control and/or level change.</p> <p>Travel individually as part of a wider group performance. This may include mirror or cannon.</p>	<p>which ones are more advanced and why.</p> <p>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'.</p>	<p>advanced skills into their performance.</p> <p>Summative assessment: Using ideas and actions learned so far, perform your dance to 'Thriller'. This should show the following: Timed introduction gestures and stillness Travel Motif Level Changes Elevation and turns</p>	<p>wish to participate more in the activity.</p> <p>Extra-curricular club exploring a variety of dance styles.</p>	<p>through team and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 8	Basketball 4 weeks	<ul style="list-style-type: none"> • Rebound • Pass • Dribble • Shoot • Triple Threat • Set shot • Jump shot • Lay-up • Travel • Contact • Double dribble • Decision making • Movement • Disguise • Fluency • Control 	<p>Core Skills: Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass, crossover dribble, hesitation dribble, rebounding.</p> <p>Advanced Skills: Triple Threat, Lay-up, Outlet pass, through the leg dribble, spin dribble, round the back dribble.</p>	<p>Team Game fundamentals- Attacking and defending</p> <p>Students should have knowledge of defensive strategy including man to man full court and half court defence. Students should have knowledge of attacking principles including transition, fast break and spacing.</p> <p>Students should be able to rationalise decision making and, using practical examples, know when to pass, dribble and shoot.</p>	<p>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. Pupils are to develop their knowledge and understanding of the rules in basketball.</p>	<p>Talk from representative from Phillips Ball Hall.</p> <p>Basketball extra- curricular clubs/ Teams during the academic year.</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Take part in sports and activities outside school through community</p>

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		<ul style="list-style-type: none"> • Rule recognition 					links or sports clubs.
Year 8	Table Tennis 2 weeks	<ul style="list-style-type: none"> • Forehand • Backhand • Push • Paddle • Rhythm • Serve • Co-ordination • Agility • Umpire • Doubles 		<p><u>Individual Game Fundamentals- Attacking and defending</u> In addition to year 7 knowledge, students should be able to articulate positioning at the table in relation to attacking and defensive phases in a point.</p> <p>Students should be able to explain the relative importance of various components of fitness in comparison to other individual and team games They should know rules relating to table tennis doubles as well as singles.</p>	<p>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.</p>	Minority and emerging sports	Develop technique and performance in other competitive sports
Year 8	Football 4 Weeks	<ul style="list-style-type: none"> • Pass • Control • Heading • Shooting • Dribbling • Speed • Agility • Balance • Power 	<p><u>Core Skills:</u> Side foot pass both feet Lofted pass strong foot Chip Control with multiple body parts in isolated drills</p> <p><u>Advanced Skills:</u> Lofted pass weak foot Fluency of control into transitional play Control with multiple body parts in competitive and game scenarios.</p>	<p><u>Team Game Fundamentals Attacking and defending</u> Students should be able to articulate: Rules of football including offside Knowledge of warmups/ key muscle groups Components of fitness</p> <p>Students should be familiar with a range of strategies to maximise effectiveness in attacking and defensive situations.</p> <p>Including: Attack:</p> <ul style="list-style-type: none"> • Tempo • Switch of play • Width 	<p>Demonstrate the ability to outwit an opponent in a practice and game situation using skills and techniques. Link components of fitness to success in football skills and performance.</p>	Football Clubs Inter form competition School Teams Links to Prestwich JFC	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Take part in sports and activities outside school through community</p>

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				<ul style="list-style-type: none"> • Overload • Change of pace Defence: <ul style="list-style-type: none"> • Marking • Maintaining shape • Jockeying • Communication • Doubling up on influential players where appropriate 			links or sports clubs.
Year 8	Athletics 3 weeks	<ul style="list-style-type: none"> • Team work • Grip • Footwork • Power • Reaction times • Acceleration • Speed • Pace • Aerobic fitness • Power • Control • Fluency 	<ul style="list-style-type: none"> • Javelin • Sprinting/ sprint starts • Shot put • Middle distance running • Discus • Relay Change Overs 	<p>In addition to knowledge at year 7, students should:</p> <p>Show increased justification of their technique and performance in relation to their past performances and personal bests.</p> <p>Show developed use of feedback both of their own, and others, performance.</p> <p>Show greater knowledge of their strengths and weaknesses in athletics when comparing and contrasting various events.</p>	<p>Students will be aware of 'bronze' 'silver' and 'gold' standards to help motivate them toward enhancing their personal best.</p>	<p>Track and field events Market Street Track</p> <p>Bury AC</p> <p>Bury Schools Athletics Championships</p>	<p>Develop their technique and improve their performance in other competitive sports</p> <p>Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best</p>
Year 8	Rounders 4 weeks	<ul style="list-style-type: none"> • Throwing • Catching • Batting • Fielding • Leg barrier • Communication 	<p>Core skills</p> <p>Throwing and catching (up to 10m) For example base to base</p> <p>Batting stance</p> <p>Bowling</p> <p>Fielding position on base</p>	<p>In addition to knowledge at year 7, students should be able to explain more complex rules and strategies of rounders; and how they relate to successful attack (striking) and/or defence (fielding)</p>	<p>Can you outwit an opponent in a game situation using a range of bating, bowling and fielding techniques?</p>	<p>Rounders club lunchtimes</p> <p>Summer term</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition</p>

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		<ul style="list-style-type: none"> • Grip • Speed • Reaction time • Control • Fluency 	<p>Fielding the outfield Leg barrier technique</p> <p>Advanced skills Batting with control and fluency Throwing and catching over 10m Bowling with speed and consistency Retrieving the ball with speed and efficiency</p>		Do you have a good understanding of the rules?		<p>through team and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 8	Tennis 3 weeks	<ul style="list-style-type: none"> • Grip • Ready position • Forehand • Backhand • Rally • Officiate • Underarm serve • Return • Flight of ball • Top spin • Space • Movement • Outwit • Pace of ball • Power • Accuracy • Finesse 	<p>Core Skills Grip Ready Position Backhand Forehand Underarm Serve</p> <p>Advanced Skills Overarm Serve Drop shot Topspin Backspin</p>	<p>In addition to year 7 knowledge, students should understand when volleys are appropriate, and describe when/ why it is advisable to approach the net in a point.</p> <p>Students should know the objective of a serve; and why a good serve is so beneficial.</p>	<p>Serving drill as part of a skill specific warm up. Can you serve from the baseline with control and speed?</p> <p>King/Queen of the court. Can you participate in/score accurately, some small-sided tennis matches?</p>	<p>Use of Tennis facility (Prestwich Tennis Club)</p> <p>Extra-Curricular lunchtime club summer term</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 8	Gymnastics 4 weeks	<ul style="list-style-type: none"> • Unison • Cannon • Step 	<p>Core Skills:</p> <ul style="list-style-type: none"> • Tuck Jump • Star 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

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	<p>Sports Acrobatics</p>	<ul style="list-style-type: none"> • Leap • Turn • Spin • Movement • Expression • Timing • Counting • Beats • Rhythm • Narrative • Theme • Choreography • Setting • Story • Motif 	<ul style="list-style-type: none"> • Half turn • Full turn • Cat leap • Log roll • Teddy bear roll • Forward roll • Backward roll • Cartwheel • Handstand • Round-off • Bridge • Bridge kick over <p>Advanced Skills</p> <ul style="list-style-type: none"> • Pike Jump • Straddle Jump • Jump 1 ½ turn • Split Leap • Backward Walkover • Forward Walkover • Handspring • Hand stand – forward roll • Backward roll-handstand 	<p>their performance or the performance of others in terms of:</p> <p>Difficulty/tariff of routine Composition of routine Awareness of how to move effectively, smoothly and precisely Acceleration/deceleration of movements Use of space</p>	<p>performance and ways of improving. Create more complex routines for individual and partner work.</p>	<p>performance in other competitive sports</p>	
Year 9	Netball 4 weeks	<p>Catch chest pass, bounce pass, shoulder pass, overhead pass space communicate</p> <p>footwork, pivot, landing foot, GA, GS,</p>	<p>Core skills:</p> <ul style="list-style-type: none"> • Footwork – stopping, landing & pivoting • Attacking – dodging, drive • Ball handling – catching whilst stationary 	<p>Team Game Fundamentals- Outwitting an Opponent</p> <p>Students should be able to explain the game of netball with reference to the following key areas:</p> <ul style="list-style-type: none"> • Markings of the court. • Number of players. 	<p>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. Pupils are to develop their knowledge and</p>	<p>Netball extra-curricular clubs/ Teams during the academic year.</p> <p>Elite level local netball observation as</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team</p>

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		GK, GD, WA, WD, C, offside obstruction, distance defend, mark, intercept	<ul style="list-style-type: none"> • Passing over short distances – chest, overhead, bounce & shoulder • Shooting – (GA&GS) stationary • Rebounds – (GA, GS, GK & GD) • Marking – player with the ball <p>Advanced skills:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.	homework (Manchester Thunder)	and individual games. Take part in sports and activities outside school through community links or sports clubs.
Year 9	Netball 4 weeks	<ul style="list-style-type: none"> • Catch <ul style="list-style-type: none"> ○ chest pass ○ bounce pass ○ shoulder pass ○ overhead pass ○ space 	<p>Core skills:</p> <p>Footwork – stopping, landing & pivoting Attacking – dodging, drive Ball handling – catching whilst stationary</p>	<p>Team Game Fundamentals- Outwitting an Opponent</p> <p>Students should be able to explain the game of netball with reference to the following key areas:</p> <ul style="list-style-type: none"> • Markings of the court. • Number of players. 	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	Netball extra-curricular clubs/ Teams during the academic year. Elite level local netball	Use a range of tactics and strategies to overcome opponents in direct competition through team

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		<ul style="list-style-type: none"> ○ communicate ● Footwork <ul style="list-style-type: none"> ○ Pivot ○ landing foot ○ offside ○ Positions ● obstruction, distance ● defend, ● mark, ● intercept 	<p>Passing over short distances – chest, overhead, bounce & shoulder</p> <p>Shooting – (GA&GS) stationary</p> <p>Rebounds – (GA, GS, GK & GD)</p> <p>Marking – player with the ball</p> <p>Advanced skills: Ball handling – catching on the run, catching in the air</p> <p>Passing over mid-long distance – chest, overhead, bounce & shoulder</p> <p>Shooting – (GA&GS) stepping</p> <p>Defence – shadowing, interception, marking a player without the ball</p> <p>Attacking – double dodge, roll off</p>	<ul style="list-style-type: none"> ● 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. 	<p>understanding of the rules in Netball.</p>	<p>observation as homework (Manchester Thunder)</p>	<p>and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 9	Badminton 4 weeks	<ul style="list-style-type: none"> ● Racket ● Shuttlecock ● Recoil ● Follow through ● Tramlines ● Power ● Wrist ● Flick ● Communication 	<p>Core skills; grip of racket, forehand shot, backhand shot, service, return, overhead shot, underarm shot, rules of singles and doubles badminton</p>	<p>Individual game fundamentals- outwitting an opponent</p> <p>In addition to knowledge from year 8, students should be given opportunity to develop understanding in the following areas:</p> <p>Students should be able to articulate what is meant by the word 'disguise'</p>	<p>Formative assessment around various shots, rule understanding, shot selection, shot execution, use of disguise where appropriate.; use of a combination of shots in order to outwit an</p>	<p>Badminton Club Fri Lunchtime Ht1</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team</p>

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		<ul style="list-style-type: none"> • Officiate • Selection • Success • Outwit • Communicate • Decision making • Officiate 	<p>Advanced skills; overhead clear, underarm clear, drop shot</p> <p>Officiating: Understand the scoring system, understand the court layout, understand the rules, communicate with players scores and decisions, decide who has won the point, deal with disputes over decisions</p>	<p>and be able to give a practical example of how it may be used in badminton.</p> <p>Students should be able to offer feedback in terms of “<i>what went well</i>”, but also “<i>next steps for development</i>” to another performer.</p>	<p>opponent. Application of tactics/ appreciation of situations in badminton.</p> <p>Verbal analysis of performance in relation to feedback conversations.</p> <p>Summative assessment In small groups, demonstrate your ability to perform safely and effectively in a badminton tournament. You should particularly pay attention to the following areas: Individual warm up, Tournament organisation, The safety of yourself and others, Showing your skills and knowledge as a performer, a coach, and an official.</p>		<p>and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 9	Handball	<ul style="list-style-type: none"> • Hip Pass • Shoulder Pass • Bounce Pass • Jump pass 	<p>Core Skills Range of passes demonstrated in</p>	<p>Team Game Fundamentals- Outwitting an Opponent</p>	<p>Demonstrate your ability outwit an opposing team through</p>	<p>View Olympic final on YouTube.</p>	<p>Use a range of tactics and strategies to overcome</p>

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		<ul style="list-style-type: none"> • Side pass • Shoot • Zonal Defence • Transition • Footwork • dribble 	<p>conditioned situations on the move</p> <p>Advanced skills Range of passes demonstrated in conditioned situations at speed with control and fluency</p>	<p>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</p>	<p>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?</p>		<p>opponents in direct competition through team and individual games</p>
Year 9	Outdoor Adventurous Activities	<ul style="list-style-type: none"> • Listen • Encourage • Reasoning • Determined • Respectful • Aerobic fitness • Navigate • North • East • South • West • North East • South East • South West • North West • Physical Fitness 	<ul style="list-style-type: none"> • Map reading • Communication • Compass skills • Teamwork • Problem solving • Empathy • Resilience • Determination 	<p>Orienteering In addition to knowledge at year 7, students at this stage should be able to describe the able of rotation (360 degrees) in relation to a compass.</p> <p>They should also be able to explain intercardinal direction and discuss the relative importance of components of fitness to the success in orienteering</p>	<p>Personal Qualities</p> <p>Application of Skills and Knowledge</p> <p>Can you read maps to identify landmarks and complete courses of varying difficulty? Can you combine this knowledge with your physical fitness levels to compete against other individuals and groups within timed orienteering races?</p>	<p>Awareness of local municipal park</p>	<p>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either</p>

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							individually or as a group
Year 9	Health Related Exercise 3 weeks	<ul style="list-style-type: none"> • Fitness testing • Circuit training • Work ethic dedication • Components of physical fitness: • Aerobic Endurance • Muscular Endurance • Strength • Speed • Flexibility • Agility • Balance • Co-ordination • Reaction times • Power • Continuous training • Pacing • Heart rate • Body temperature • Breathing rate • Aerobic endurance • Pacing • Interval Training • recovery 	<p>Physical attributes refer to the components of physical and skill related fitness.</p> <p><u>Physical:</u> Strength, speed, muscular endurance, aerobic endurance, flexibility, body composition.</p> <p><u>Skill Related:</u> Co-ordination, power, agility, reaction times, balance.</p> <p>Psychological attributes refer to skill application, and personal qualities in PE</p> <p>Work-ethic and dedication</p> <p>knowledge and understanding of the theory of fitness training (ability to interpret fitness test results, set realistic targets for improvement, understanding of a variety of training</p>	<p>Students should know a variety of fitness tests, and be able to link these to components of fitness. They should be able to describe factors affecting the validity and reliability of fitness test results</p> <p>Students should be able to describe a range of and training methods; showing understanding of immediate effects and long term benefits on the body</p> <p>Students should be able to comment on their own progress in relation to the components of both physical and skill-related fitness</p> <p>Students should demonstrate deeper understanding of exercise in relation to the FITT principles and link training methods to underpinning fitness for sports; using practical examples.</p>	<p>Assessment to be made in an ongoing manner with criteria shared with students on a lesson-by-lesson basis.</p>	<p>Analyse performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	

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			<p>methods including circuit training, interval training and continuous training.</p> <p>Immediate effects of exercise on the body.</p>				
Year 9	Football 4 Weeks	<ul style="list-style-type: none"> • Pass • Control • Heading • Shooting • Dribbling • Speed • Agility • Balance • Power 	<p>Core Skills: Side foot pass both feet Lofted pass strong foot Chip Control with multiple body parts in isolated drills</p> <p>Advanced Skills: Lofted pass weak foot Fluency of control into transitional play Control with multiple body parts in competitive and game scenarios.</p>	<p>Rules of football Knowledge of warm ups and key muscle groups Components of fitness</p> <p>Students should be familiar with a range of strategies and techniques that a player or small group of players could use to outwit an opponent</p> <p>Outwitting an opponent: Disguise Feints Overloads Agility Balance Shielding Playing out from the back Target man</p>	<p>Demonstrate the ability to outwit an opponent in a practice and game situation using skills and techniques. Link components of fitness to success in football skills and performance.</p>	<p>Football Clubs Inter form competition School Teams Links to Prestwich JFC</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 9	Basketball 4 weeks	<ul style="list-style-type: none"> • Rebound • Pass • Dribble • Shoot • Triple Threat • Set shot 	<p>Core Skills: Pivot, Set Shot, Jump shot, Chest Pass, bounce pass, shoulder pass, crossover dribble,</p>	<p>Team Game Fundamentals. Outwitting an opponent</p> <p>Students should have knowledge of defensive strategy including half court,</p>	<p>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. Pupils are</p>	<p>Basketball extra- curricular clubs/ Teams during the academic year.</p>	<p>Use a range of tactics and strategies to overcome opponents in direct</p>

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		<ul style="list-style-type: none"> • Jump shot • Lay-up • Travel • Contact • Double dribble • Decision making • Movement • Disguise • Fluency • Control • Rule recognition 	<p>hesitation dribble, rebounding.</p> <p>Advanced Skills: Triple Threat, Lay-up, Outlet pass, through the leg dribble, spin dribble, round the back dribble.</p>	<p>full court, man to man and zonal defence.</p> <p>Students should have knowledge of attacking principles including transition, fast break and spacing.</p> <p>Students should understand what a 'screen; is in basketball, and how it can be used to outwit an opponent.</p> <p>Students should be able to further rationalise decision making and, using practical examples, know when to pass, dribble and shoot.</p>	<p>to develop their knowledge and understanding of the rules in basketball.</p>		<p>competition through team and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 9	Leadership 4 weeks	<ul style="list-style-type: none"> • Plan • Risk assessment • Risk • Hazard • Pulse raiser • Variety • Static • Dynamic • Progressive drills 		<p>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.</p> <p>Students should have knowledge of a variety of activities they could use to appropriately warm up a group. Students should know the benefits of a warm up.</p> <p>Students should understand the concept of a three part lesson and be able to explain the term 'progressive drills'.</p>	<p>Demonstrate your ability to lead part or all of a session to a small group of students.</p> <p>Consider health and safety, and the three part session; can you lead effectively?</p>	Knowledge of Leadership	<p>Intellectual and physical challenges. Developing problem solving skills</p>

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				Students should be able to describe leadership styles including 'autocratic', 'democratic' and 'lessee faire'			
Year 9	Athletics 3 weeks	<ul style="list-style-type: none"> • Team work • Grip • Footwork • Power • Reaction times • Acceleration • Speed • Pace • Aerobic fitness • Power • Control • Fluency 	<ul style="list-style-type: none"> • Javelin • Sprinting/ sprint starts • Shot put • Middle distance running • Discus • Relay Change Overs 	<p>In addition to knowledge at year 7/8, students should:</p> <p>Show greater knowledge of their strengths and weaknesses in athletics when comparing and contrasting various events; referencing components of fitness.</p> <p>Draw upon knowledge of components of fitness and physical/ Psychological attributes (AOF3) in performing at maximal levels.</p>	Students will be aware of 'bronze' 'silver' and 'gold' standards to help motivate them toward enhancing their personal best.	<p>Track and field events Market Street Track</p> <p>Bury AC</p> <p>Bury Schools Athletics Championships</p>	<p>Develop their technique and improve their performance in other competitive sports</p> <p>Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best</p>
Year 9	Rounders 4 weeks	<ul style="list-style-type: none"> • Throwing • Catching • Batting • Fielding • Leg barrier • Communication • Grip • Speed • Reaction time • Control • Fluency. 	<p>Core skills</p> <p>Throwing and catching (up to 10m) For example base to base</p> <p>Batting stance</p> <p>Bowling</p> <p>Fielding position on base</p> <p>Fielding the outfield</p> <p>Leg barrier technique</p> <p>Advanced skills</p> <p>Batting with control and fluency</p>	<p>In addition to the knowledge shown at year 7 and 8 students should demonstrate further tactical awareness and be able to explain why having a fielder double up between 3rd and 4th base may be an efficient tactic to use when trying to minimise runs.</p> <p>They should show increased understanding of team play on fielding through appropriate and accurate communication: Specifically adjusting the field for stronger batters and left handers.</p>	Can you outwit an opponent in a game situation using a range of bating, bowling and fielding techniques? Do you have a good understanding of the rules?	<p>Rounders club lunchtimes</p> <p>Summer term</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Take part in sports and activities</p>

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			<p>Throwing and catching over 10m</p> <p>Bowling with speed and consistency</p> <p>Retrieving the ball with speed and efficiency</p>				<p>outside school through community links or sports clubs.</p>
Year 9	<p>Tennis 3 weeks</p>	<ul style="list-style-type: none"> • Grip • Ready position • Forehand • Backhand • Rally • Officiate • Underarm serve • Return • Flight of ball • Top spin • Space • Movement • Outwit • Pace of ball • Power • Accuracy • Finesse 	<p>Core Skills</p> <p>Grip</p> <p>Ready Position</p> <p>Backhand</p> <p>Forehand</p> <p>Underarm Serve</p> <p>Advanced Skills</p> <p>Overarm Serve</p> <p>Drop shot</p> <p>Topspin</p> <p>Backspin</p>	<p>In addition to year 7/8 knowledge, students should show deeper understanding of the rules of tennis. Including traditional scoring systems and tie-break scoring.</p> <p>Students should be able to draw comparisons to other racquet sports by way of court positioning and attacking/defensive situations to outwit an opponent.</p>	<p>Knowledge and understanding of rules in tennis.</p> <p>Know and demonstrate the different types of shot with control/fluency/ consistency</p>	<p>Use of Tennis facility (Prestwich Tennis Club)</p> <p>Extra- Curricular lunchtime club summer term</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Take part in sports and activities outside school through community links or sports clubs.</p>
Year 9	<p>Gymnastics 4 weeks</p> <p><u>Trampoline</u></p>		<p>Core skills,</p> <p>Shapes: Tuck, Straddle, Pike</p> <p>Twists: Half ,Full, Seat Drop</p> <p>Rotational movements: Front landing, Back landing Combined movements: Swivel hips</p>	<p>Awareness of strengths/weaknesses and actions of other performers e.g. adopt a different routine/tariff of discipline depending on score achieved by other competitors.</p> <p>Awareness of the rules and regulations of the activity and their application (including judging signals)</p>	<p>Assess pupils appreciation of performance and ways of improving. Create more complex routines for individual and partner work.</p>	<p>KS3 Trampoline Club</p>	<p>develop their technique and improve their performance in other competitive sports</p>

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