



# KS3 PE



	Content
<b>Year 7 HT1</b>	<p><b><u>Invasion Games:</u></b></p> <p>In the first half term, students are encouraged to work cohesively within a group to devise strategy plans and actively contribute to the groups' performances. Students are introduced to a variety of principles of attack and defence when designing a strategy plan. Students are taught how to observe other's performances and identify what they think they do well in order to improve their ability to give and respond to feedback and how best to outwit an opponent. The focus is on movement, passing and dribbling skills for possession, rules to stop/start and basic scoring. We also look at safe setup in games and benefits to health of team games.</p>
<b>Year 7 HT2</b>	<p><b><u>Fitness:</u></b></p> <p>In the second half term, students are encouraged to develop their resilience as they improve their fitness by safely and progressively overloading their body as they understand what their strengths and weaknesses are compared to their peers. Students will learn how to perform functional movement skills correctly together with improving their knowledge of health through a variety of training methods. Health-related and skill related factors of fitness and value in health &amp; sport are a focus, alongside preparing for exercise &amp; performing warm-ups. In this half term, we perform fitness testing &amp; compare results to assess fitness.</p>
<b>Year 7 HT3</b>	<p><b><u>Dance/ Gymnastics:</u></b></p> <p>Students will be encouraged to demonstrate their musicality, coordination and flexibility as they work cooperatively with their peers to devise, develop, refine and execute a number of performances. Students will be introduced to the three different strands of dance: performance, choreography and appreciation.</p> <p>Performance: posture, alignment, focus, musicality, coordination, extension, timing, accuracy, precision. Choreography: creativity, originality, range of movement, use of space, use of directions, use of levels. Appreciation: understanding, observation, knowledge, evaluation of others and self.</p> <p>Social dance styles and related movements, alongside timing and counting music beats are a focus here. We also consider principles of cannon and unison. For Gymnastics students will be introduced to point &amp; patch balances in sequences, rolls &amp; travels as linking techniques.</p>
<b>Year 7 HT4</b>	<p><b><u>Net Games:</u></b></p> <p>This is perhaps the most challenging unit for students as limited prior knowledge and access to outside providers can be a barrier to students developing mastery in net games. Students are also less likely to be able to transfer other skills learned to show early success in this activity so a focus on the fundamentals of correct grip, stance &amp; swing patterns to make contact remains the focus and students develop their ability to serve &amp; perform overhead/ push shots to form rallies. Rules to safely setup &amp; play competitive points are developed through low risk activities and students are introduced to the basic scoring &amp; criteria to determine success.</p>
<b>Year 7 HT5</b>	<p><b><u>Athletics:</u></b></p> <p>In this unit pupils will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. In all athletic activity, pupils will engage in performing and improving their skills and personal bests in relation to speed, height and distances.</p> <p>Pupils will be able to understand and use words relating to running, e.g. stride length leg and arm action, head position and pacing. We will work on jumping e.g. approach run, acceleration, and momentum and throwing e.g. grip, stance, release and angle of release. There will be opportunities for pupils to record results, watch video/analyse correct technique and learn rules and procedures for safe setup &amp; performance in athletic events.</p>
<b>Year 7 HT6</b>	<p><b><u>Striking &amp; Fielding:</u></b></p> <p>In this unit pupils will demonstrate timing and fluency in the replication of techniques for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Pupils will be encouraged to accurately score &amp; officiate games. Skills will focus on catching in the deep (high) and short, long barrier &amp; intercepting skills, throwing techniques – overarm and underarm bowling, hitting techniques to contact the ball.</p>
<b>Year 8 HT1</b>	<p><b><u>Invasion Games:</u></b></p> <p>In the first half term, students are encouraged to select a range of tactics to devise effective strategy plans and answer whole class directed questions and ask questions that deepen your own knowledge and understanding. Students will observe others in lessons and offer constructive feedback.</p> <p>Key skills developed include dribbling, turning &amp; control to create space, shooting techniques to eliminate &amp; score, using rules &amp; consequences in small-sided games.</p>



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<b>Year 8 HT2</b>	<p><b><u>Fitness:</u></b>            In the second half term, students are encouraged to demonstrate their determination and perseverance when faced with challenging situations or scenarios as they improve their fitness by safely and progressively overloading their body as they understand what their strengths and weaknesses are compared to their peers.            Students will learn key muscles of the body (name &amp; locate), and the effect of resistance training on these, types of training and their related benefits to fitness, safe setup, preparation &amp; procedures of training.</p>
<b>Year 8 HT3</b>	<p><b><u>Dance/ Gymnastics:</u></b>            This scheme of work builds upon performance, choreography and appreciation skills that students will already have touched upon in year 7. 'The next step' aims to bridge the gap between the skills required in year 7 dance and the skills assessed in KS4 dance. There is a larger emphasis on students choreographing their own moves in response to music and different creative tasks. Vocabulary used in the GCSE and BTEC qualifications are introduced and employed throughout the scheme of work to give students a head start to a solid understanding of dance, should they continue dance at KS4.            For Boys' Dance this scheme of work uses the basis of contemporary dance, such as the 5 basic body actions and motif development and fuses these ideas with a style which will challenge and engage boys. The scheme of work will operate collaboratively, with opportunities for the students to bring forward skills that they would like to teach the class. The class will split into breakdance 'crews' and work through different activities to create a dance which addresses certain criteria. At the end of the half term the crews will battle it out to become breakdancing champions.</p>
<b>Year 8 HT4</b>	<p><b><u>Net Games:</u></b>            This unit will remain the most challenging unit for students as limited prior knowledge of lessons studied in Year 7 may be their only point of reference to draw upon although some transfer of the summer terms striking and fielding may help together with the schools excellent extra-curricular provision.            As students develop their confidence and remember the basic techniques taught to them they will be encouraged to refine their skills to work both cooperatively and competitively with their peers.            Skills developed this half term will include shot consistency &amp; combinations, net &amp; attacking shots to gain advantage, applying rules &amp; consequences to play singles &amp; doubles competition, analysis of strengths &amp; possible improvements, transfer of techniques, rules (&amp; tactics) across net/wall activities.</p>
<b>Year 8 HT5</b>	<p><b><u>Athletics:</u></b>            In this unit pupils will accurately replicate running (100m-1500m), jumping (Long Jump, High Jump &amp; Boys Triple Jump) and throwing skills (Shot, Javelin, Discus) and learn specific techniques for events in order to improve on their prior performances. They will use event-specific techniques to improve distances &amp; times – run ups, shuffles, changeovers, bend running while exploring new running and jumping events &amp; techniques. They will evaluate strengths &amp; weakness of performance and be encouraged to use video-analysis to adapt their technique developing their metacognition.</p>
<b>Year 8 HT6</b>	<p><b><u>Striking &amp; Fielding:</u></b>            In this unit pupils will continue to develop the ability to outwit opponents using strategies and tactics. Pupils will learn to apply consistency &amp; timing in the use of techniques for batting, bowling and fielding through games and conditional situations. Pupils will develop the ability to become a reflective learner. A continual development, adaptation and refinement of the learnt skills will contribute to producing a good performance.            Fielding &amp; batting skills are used for different contexts (selecting skills in changeable situations), including bowling &amp; batting to eliminate opponents, rules &amp; consequences in small-sided comp, analysis of strengths &amp; possible improvements, transfer of techniques, rules (&amp; tactics) across striking &amp; fielding activities.</p>
<b>Year 9 HT1</b>	<p><b><u>Invasion Games:</u></b>            In the first half term, students are encouraged to link prior learning and make insightful connections between activities. Students will be encouraged to broaden and develop their knowledge and understanding of skills in relation to the core and advanced skills taught at GCSE.            Pupils should be taught to combine &amp; modify skills &amp; tactics to outwit opponents in a range of small-sided competition, establishing skill &amp; knowledge transfer between activities. They should analyse their own &amp; opponents' strengths &amp; weaknesses, developing strategies to utilise space and produce successful outcomes, and action plan ways of improving their personal best. They should develop leadership skills to manage equipment, space and others. Further skills developed this half term will be varying elimination, passing &amp; control skills to utilise space, crossing, runs &amp; types of finish to utilise space, using tactics to outwit opponents in competition, applying rules &amp; procedures to lead officiating in small-sided games, strategizing ways for successful team outcomes.</p>



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<b>Year 9 HT2</b>	<p><u>Fitness:</u> In the second half term, students are encouraged to develop knowledge of fitness training principles and aim to access training opportunities outside of school to establish lifelong participation to lead a healthy active lifestyle. Students will be introduced to the concepts of progression and FITT training principles together with the benefits of training (aerobic &amp; interval) in optimising specific fitness, together with the training adaptations on the body for performance and health benefits (social, emotional &amp; physical) in line with the GCSE &amp; BTEC courses of study.</p>
<b>Year 9 HT3</b>	<p><u>Dance/ Gymnastics:</u> This scheme of work builds upon performance, choreography and appreciation skills that students studied in Year 7 &amp; 8 with a focus on moving to more individual performances or break out sequences within a larger group performance to showcase an individual's musicality and expression within a piece of music. There is a larger emphasis on students choreographing their own moves in response to music and different creative tasks. Vocabulary used in the GCSE and BTEC qualifications are reinforced throughout the scheme of work to give students the self confidence in the understanding of dance performances expected at KS4.</p>
<b>Year 9 HT4</b>	<p><u>Net Games:</u> At this stage students should have a good understanding of how to maintain a co-operative rally using a variety of shots and this half term will develop students ability to demonstrate combinations &amp; variety of skills to utilise space and tactics (e.g. depth/width) to outwit. Students will apply rules &amp; scoring systems to officiate, analyse tactics &amp; action plan ways to maximise performance, transfer of skills &amp; tactics into new net/wall activities. More advanced techniques of serving, spin, angles, switching between defence and attacking play, footwork and generation of power together with more advanced doubles tactics and scoring will be delivered in this half term.</p>
<b>Year 9 HT5</b>	<p><u>Athletics:</u> In this unit pupils will develop their event-specific advanced techniques to improve distances &amp; times - Fosbury flop in high jump, hitch-kick or sail in long jump, and O'brien in Shot Put. Students will use analysing technique to identify strengths &amp; weaknesses, 'coaching' areas of improvement. They will apply competition rules &amp; procedures, evaluate strengths &amp; weakness of performance and be encouraged to use video-analysis to adapt their technique developing their metacognition. Students can also develop their leadership skills to manage equipment, space and others; and take part in athletics and outdoor &amp; adventurous activities to develop problem solving skills, adapting course tactics for personal best times.</p>
<b>Year 9 HT6</b>	<p><u>Striking &amp; Fielding:</u> In this unit pupils will develop mental capacity &amp; creative thinking when devising &amp; implementing new tactics., use rounders to develop observation skills on peer performances, skills and technique, extend knowledge of rules and umpire calls. Pupils will be encouraged to evaluate games and how they outwit opponents and reasons for this, to develop mental capacity when scoring and calculating runs. There will be opportunities to umpire/coach pupils or small groups will develop communication, leadership and decision making skills. Pupils will learn to identify and implement the principles of outwitting opposition whether fielding or batting. Pupils will implement strategic and tactical decisions based on the hitting/movement of the ball into space.</p>