# **Physical Education Curriculum Map**

# Year 7



## Rationale and Links to The National Curriculum

Our Year 7 Physical Education curriculum aims to provide students with the opportunity to develop skills across a broad range of physical activities. Students will have access to two hours a week of physical activity alongside extracurricular opportunities. Activities students will be taught follow the recommendations of the National Curriculum, teacher's areas of expertise and link directly to opportunities available within district sport – providing student's with the opportunity to experience challenge and enjoyment as well as engage in competitive sports and activities.

As well as learning physical skills students will develop their understanding of basic rules and tactics required. Furthermore, the PE curriculum aims to start embedding a lifelong love of sport for students, with the importance of physical, social and emotional health at the heart of all lessons.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	Baseline assessments Invasion games Boys - Rugby Girls - Netball	Dance and gymnastics Handball Table tennis	Sports hall athletics Health and wellbeing	Football Orienteering Badminton	Athletics	Striking and fielding Cricket, rounders and softball
Substantive Knowledge (The knowledge the students will develop)	Students will take part in the following assessments over 3-4 lessons, allowing subject teachers to baseline students and set appropriately  12-minute cooper run  Bench ball Invasion game	Handball  1. Ball familiarisation  2. Dribbling  3. Passing and receiving  4. Shooting  5. Jump shot  6. Blocking and defensive techniques  7. Positioning and rules  Table tennis	<ol> <li>Sports hall athletics</li> <li>2 lap race</li> <li>4 lap race</li> <li>6 lap race</li> <li>8 lap paarlauf</li> <li>4x2 lap relay</li> <li>Obstacle relay</li> <li>Shotput</li> <li>Speed bounce</li> <li>Standing long jump</li> <li>Standing triple jump</li> <li>Vertical jump</li> </ol>	Football  1. Ball control  2. Short pass – Side foot  3. Long pass – Laces/lofted  4. Dribbling  5. Retaining possession  6. Tackling  7. Outwitting opponents to create shooting opportunities	Students will gain knowledge of key skills across a range of track and field events.  Track 100, 200m, 300m (boys only), 800m, 1500m, Relay,  Key skills - starting position, finishing position, technique, leg action, arm action,	<ul> <li>Striking and fielding</li> <li>Outwit an opponent</li> <li>Problem solving, challenges, making and applying decisions</li> <li>Develop skills/performance and replication of skills</li> <li>Cricket</li> </ul>
	Rugby		Health and wellbeing		posture, stride pattern,	<ol> <li>Close catching</li> </ol>

1.	Passing	1.	Grip and ball	1.	HIIT training	8.	Positions, rules and	pacing, baton change	2.	1 & 2 handed pick
2.	Safe presentation		familiarisation	2.	Boot camp		tactics	over.		up and throw
3.	Ruck - Uncontested	2.	Backhand drive	3.	Circuit training				3.	Batting grip, stance
	Tackling		serve	4.	Clubbercise	Ba	dminton	Field		and forward
	confidence – Side	3.	Backhand drive fed	5.	Interval training		Grip	Shot Put, Discus,		defensive
	on		returns	6.	Endurance training	2.	Backhand flick	Javelin, Long jump,	4.	Batting – Pull shot
5.	Tackling	4.	Forehand drive fed		· ·		serve (Short and	high jump.	5.	Bowling grip and
	confidence – Front		returns				long)			standing bowl
	on	5.	Backhand drive			3.	Forehand drive	Key skills - grip,	6.	Bowling run up and
6.	Positioning –		rallies			4.	Forehand	throwing action,		follow through
	Defensive line	6.	Forehand drive				underarm clear	accurate replication,		
7.	Outwitting		rallies			5.	Net/Drop shot	technique, release	Ro	unders and softball
	opponents –	7.	Rules and			6.	Overhead clear	phase, recovery phase,	1.	Close catching
	Importance of		gameplay			7.	Tactics, rules and	follow through, step	2.	Bowling
	attacking line						gameplay	pattern.	3.	Fielding – Overarm
8.	Role of the scrum		mnastics							throw
	half	1.	Travel						4.	Batting – Hitting
9.	3v3 uncontested	2.	Rotation/ elevation							and striking the
	scrums	3.	Skills							ball
10.	Basic ruling,	4.	Pair balances						5.	Positions and rules
	building into	5.	Sequencing							
	contact games	6.	Creating own							
	from tag		movements							
		7.	Performance and							
	<u>tball</u>		analysis							
1.	Footwork									
2.	Chest passing		<u>nce</u>							
3.	Bounce passing		Basic technique							
4.	Marking	2.	Bollywood dance							
5.	Positions	_	hand gestures							
6.	Shooting	3.								
7.	Attacking set plays		steps							
8.	Basic ruling,	4.	Learning set							
	building into full	_	routine							
	court games	5.	Creating own							
		_	stylistic actions							
		6.	Routine creating							

		7. Performance and analysis		
Disciplinary Knowledge (The skills and approaches that students will develop)	Students to practice/rehearse skills in isolation in small groups Demonstrations by students of good practice Students to perform in competitive situations Students to evaluate each other's performance Teacher led plenaries Students to demonstrate application of rules Students to perform in different roles: performer, official, coach	Students to practice/rehearse moves in isolation in small groups Demonstrations by students of good practice Students to perform their routines to an audience. Students to evaluate each other's performance Teacher led plenaries Students to demonstrate application of rules at competition level. Students to choreograph their own skill circuit/routine	<ul> <li>Students to practice/rehearse skills in isolation in small groups</li> <li>Demonstrations by students of good practice</li> <li>Students to perform in competitive situations</li> <li>Students to perform whole class routines such as Step Aerobics.</li> <li>Students to evaluate each other's performance</li> <li>Teacher led plenaries</li> </ul>	<ul> <li>Students to practice/rehearse skills in isolation in small groups</li> <li>Demonstrations by students of good practice</li> <li>Students to perform in competitive situations</li> <li>Students to evaluate each other's performance</li> <li>Teacher led plenaries</li> <li>Students to perform in different roles: performer, official, coach</li> </ul>
Assessment	• Q&A	• Q&A	• Q & A	Q & A     Knowledge of     Knowledge of
(The	Peer Analysis	Peer Analysis	<ul> <li>Peer Analysis</li> </ul>	Peer Analysis performance performance
methods that	Self-evaluation	Self-evaluation	<ul> <li>Self-evaluation</li> </ul>	• Self-evaluation • Knowledge of • Knowledge of
teachers will	Summative teacher	Summative teacher	Summative teacher	
use to assess	assessment, based on PE assessment	assessment, based	assessment, based	assessment, based • Awareness of rules • Awareness of rules
the progress of all	proforma assessing	on PE assessment	on PE assessment	on PE assessment and regulations and regulations
students)	students' ability in	proforma assessing	proforma assessing	
students)	isolate and	students' ability in isolate and	students' ability in isolate and	students' ability in Self/peer • Peer Analysis isolate and assessment • Self-evaluation
	isolate alla	ISUIALE ATTU	isolate dilu	isolate and assessment • Self-evaluation

	competitive scenarios.  Students to complete termly multiple-choice question sheet on key themes and content learnt in lesson.	competitive scenarios.  Students to complete termly multiple-choice question sheet on key themes and content learnt in lesson	competitive scenarios.  • Students to complete termly multiple-choice question sheet on key themes and content learnt in lesson	competitive scenarios.  Students to complete termly multiple-choice question sheet on key themes and content learnt in lesson	Summative teacher assessment based on athletics results recorded.     Students to complete termly multiple-choice question sheet on key themes and content learnt in lesson	<ul> <li>Summative teacher assessment, based on PE assessment proforma assessing students' ability in isolate and competitive scenarios.</li> <li>Students to complete termly multiple-choice question sheet on key themes and content learnt in lesson</li> </ul>
Reading,	Rugby	<u>Handball</u>	Sports hall athletics	<u>Football</u>	<u>Athletics</u>	<u>Cricket</u>
Writing and	<ul> <li>Warm Up</li> </ul>	<ul><li>Pass</li></ul>	<ul> <li>Paarlauf</li> </ul>	• Kick	<ul> <li>Track</li> </ul>	• Bat
Vocabulary	<ul> <li>Adrenaline</li> </ul>	<ul> <li>Catch</li> </ul>	• Relay	<ul> <li>Strike</li> </ul>	• Field	• Ball
	<ul> <li>Forward Pass</li> </ul>	<ul> <li>Dribble</li> </ul>	• Throw	• Foul	• Sprint	• Pads
	<ul> <li>Offside</li> </ul>	Tackle	• Jump	<ul> <li>Tackle</li> </ul>	• Throw	Helmet
	High Tackle	• Foul	<ul><li>Power</li></ul>	<ul> <li>Offside</li> </ul>	• Jump	<ul> <li>Wickets</li> </ul>
	• Ruck	Contact	<ul> <li>Accelerate</li> </ul>	<ul> <li>Pitch</li> </ul>	<ul> <li>Long distance</li> </ul>	• Stumps
	Offload	<ul> <li>Goalkeeper</li> </ul>	• Stamina	<ul> <li>Defender</li> </ul>	• Sprint	• Bails
	Knock On	<ul> <li>Familiarisation</li> </ul>	<ul> <li>Teamwork</li> </ul>	<ul> <li>Attacker</li> </ul>	• Time	Bowling
	Ball Carrier	<ul> <li>Receiving on the</li> </ul>		• Save	<ul> <li>Distance</li> </ul>	Batting
	Dynamic Stretch     Static Stretch	move	<b>Health and wellbeing</b>	<ul> <li>Cross</li> </ul>	<ul> <li>Shotput</li> </ul>	Umpire
	Static Stretch     Bassiver	<ul> <li>Shooting</li> </ul>	Heart rate	<ul> <li>Pass</li> </ul>	<ul> <li>Javelin</li> </ul>	
	• Receiver	<ul> <li>Pitch dimensions</li> </ul>	Warm up			Rounders and softball
	Netball		Circuit training	Orienteering		Bat
	• Footwork	Table tennis	<ul> <li>Body weight</li> </ul>	• Map		• Bowl
	Interception	<ul><li>"Shake Hands"</li></ul>	• HIIT	<ul> <li>Running</li> </ul>		• Field
	Chest, bounce and	Grip	<ul> <li>Muscular</li> </ul>	<ul> <li>Navigation</li> </ul>		• Strike
	lob pass.	"Pen fold" Grip	endurance	<ul> <li>Orientate</li> </ul>		<ul> <li>Backstop</li> </ul>
	Wing Attack	• Net	Cardiovascular	Terrain		Batter
	Goal Attack	Paddle	endurance	<ul> <li>Teamwork</li> </ul>		• Grip
	Centre	Forehand	Lactic acid	<ul> <li>Decision making</li> </ul>		Stance
	Wing Defence	Backhand	Cool down	• Course		Overarm

- Coal Defense	a Duive	a Dimensia and statio	- Co andinates	a. Hadayaya
Goal Defence     Goal Shaatar	• Drive	Dynamic and static	Co-ordinates	Underarm     Distance
Goal Shooter	• Volley	stretches	B. J. J. J. J.	• Distance
<ul> <li>Goalkeeper</li> </ul>	Double hit		<u>Badminton</u>	• Speed
• Offside	Rally		Shuttlecock	Accuracy
<ul> <li>Defending</li> </ul>	Service		Racquet	<ul> <li>Obstruction</li> </ul>
<ul> <li>Attacking</li> </ul>			• Serve	<ul> <li>Forehand</li> </ul>
	<u>Gymnastics</u>		Service Line	<ul> <li>Backhand</li> </ul>
	<ul> <li>Travel: cat leap,</li> </ul>		Net	• Speed
	chasse, slide, spin.		Tramlines	
	<ul> <li>Tuck, straddle,</li> </ul>		Thumb Grip	
	pike, forward roll,		Pinch Grip	
	backwards roll, log		Claw Grip	
	roll, handstand		Forehand	
	forward roll.		Backhand	
	<ul> <li>Cartwheel,</li> </ul>			
	arabesque, one leg			
	stand, Y stand,			
	Head stand.			
	<ul> <li>Counterbalance,</li> </ul>			
	Counter tension,			
	Weight bearing.			
	Aesthetically			
	pleasing, gestures.			
	Sequencing			
	<u>Dance</u>			
	Stretches			
	<ul> <li>Pulse raiser</li> </ul>			
	Sequencing			
	Hand gestures			
	Limp step			
	Formations			
	• Canon			
	• Unison			
	Stylistic			
	Arm lines			
	<ul> <li>Choreography</li> </ul>			

		1	T	T	1	1
		Timing				
		<ul> <li>Evaluation</li> </ul>				
		<ul> <li>Movement phrase</li> </ul>				
Numeracy	Numeracy skills will be	Numeracy skills will be	Numeracy skills will be	Numeracy skills will be	Numeracy skills will be	Students will develop
	developed through	developed as students	developed through	developed as students	developed through	numeracy skills in
	invasion games as	will be required to	numerical skills	will be required to	numerical skills	striking and invasion
	students will be	keep score in both	required to measure	keep score in both	required to measure	sports by the
	required to point	handball and table	throws and jumps as	football and	throws and jumps as	requirement to tally
	score.	tennis.	well as for timings on	badminton.	well as for timings on	the score and wickets
			the track.		the track.	lost.
Personal	Students will have the	Students will have the	Students will have the	Students will have the	Students will have the	Students will have the
Development	opportunity to attend	opportunity to attend	opportunity to attend	opportunity to attend	opportunity to attend	opportunity to attend
•	rugby and netball clubs	handball, gym and	sports hall athletics	football club after	athletics clubs after	cricket and rounders
	after school, this will	dance clubs after	club at lunch time, this	school, this will then	school, this will then	clubs after school, this
	then provide students	school. This will then	will then provide	provide students with	provide students with	will then provide
	with the opportunity to	provide students with	students with the	the opportunity to	the opportunity to	students with the
	represent school in	the opportunity to	opportunity to	represent school in	represent school at the	opportunity to
	competitive matches	represent school in	represent school at the	competitive matches	track and field cup and	represent school in
	against schools across	competitive matches	sports hall athletics	against schools across	district athletics event.	competitive matches
	the district.	against schools across	district qualifier.	the district and in the		against schools across
		the district.	'	Lancashire cup.	Students will also be	the district.
		Furthermore, students	Students will develop	'	given a chance to	
		will have the	their knowledge of		develop skills at sports	
		opportunity to take	health and wellbeing		day.	
		part in a gym and	which will provide a life		,	
		dance show for school.	long understanding of			
			the importance of			
			physical, social and			
			emotional health.			

# **Physical Educatioon Curriculum Map**

## Year 8



## **Rationale and Links to The National Curriculum**

The Year 8 Physical Education curriculum aims to develop the skills and knowledge that were introduced to students in Year 7. Students will continue to have access to two hours a week of physical activity alongside extracurricular opportunities. Activities students will be taught follow the recommendations of the National Curriculum, teacher's areas of expertise and link directly to opportunities available within district sport – providing student's with the opportunity to experience challenge and enjoyment as well as engage in competitive sports and activities.

Students will begin to develop their ability to outwit their opponents in both team and individual activities.

As well as learning physical skills students will continue to develop their understanding of more complex rules and tactics required all activities. Furthermore, the PE curriculum aims to build a lifelong love of sport for students, with the importance of physical, social and emotional health at the heart of all lessons.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	Invasion games	Dance and gymnastics	Sports hall athletics	Football	Athletics	Striking and fielding
, .	Boys - Rugby	Handball	Health and wellbeing	Orienteering		Cricket, rounders and
	Girls - Netball	Table tennis		Badminton		softball
Substantive	Rugby	Handball	Sports hall athletics	Football	Students will develop	Striking and fielding
Knowledge	Passing recap	1. Ball familiarisation	1. 2 lap race	Developed ball	knowledge of key skills	
(The	Tackling recap	and passing recap	2. 4 lap race	control – Recap	across a range of track	<ul> <li>Developed skills to</li> </ul>
knowledge	3. Rucking recap and	2. Dribbling recap	3. 6 lap race	2. Developed passing	and field events.	outwit an
the students	progressing into	3. Jump shot recap	4. 8 lap paarlauf	short		opponent
will develop)	contested rucks	4. Tactical awareness	5. 4x2 lap relay	3. Developed passing	<u>Track</u>	Aiming to be more
	4. Setting up to	3v3	6. Obstacle relay	long	100, 200m, 300m,	consistent with
	receive a kick and	5. Zonal defending	7. Shotput	4. Attacking tactics –	800m, 1500m, Relay	striking and
	defensive lines	6. Player to player	8. Speed bounce	Using		fielding skills
	5. Evasive running	marking	9. Standing long jump	width/crossing the	Key skills - starting	
	techniques in and	7. Role of the winger	10. Standing triple	ball	position, finishing	Cricket
	out of contact	8. Positioning, rules	jump	5. 1v1 dribbling	position, technique, leg	Bowling recap
	6. Ripping and	and gameplay	11. Vertical jump	6. Shooting –	action, arm action,	2. Forward defence
	mauling			Shooting under	posture, stride pattern,	batting recap
	7. Tackling - TGFU	<u>Table tennis</u>	Health and wellbeing	pressure		- '

1. Backhand serve Defensive tactics – 3. Catching in the 8. 6v6 scrums 1. Circuit training pacing, baton change 2. Plyometric training 9. Same way rugby – Retaining deep recap over. 4. Reactive catching Using width 2. Forehand drive Interval training possession 10. Positioning, rules 5. Target throwing rally recap 4. Weight training 8. Positions, tactics **Field** 3. Forehand push 5. Continuous Shot Put, Discus, and backing up and gameplay and gameplay 6. The drive shot serve and return training Javelin, long jump, high Netball 6. Skill based circuit jump, triple jump (boys 4. Backhand topspin **Badminton** 7. Hitting to leg 1. Footwork recap serve and return (agility, co-1. Back grip serve only) **Rounders and softball** Passing recap 5. Forehand topspin ordination, recap Movement off the serve and return reaction time) 2. Overhead clear Key skills - grip, 1. Catching in the ball 6. Rules and throwing action, deep recap 4. Interception and Smash shot accurate replication, 2. Backstop reactions gameplay technique, release marking Drop shot and decision 5. Shooting **Gymnastics** Body shot phase, recovery phase, making 6. Find space 1. Elevation/basic follow through, step 3. Bowling technique Net shot rallies 7. Tactics from centre 4. Fielding – Under shapes Overhead clear pattern. 2. Using apparatus rallies pressure pass 8. 3 stages of defence 3. Vaulting/ 8. Competitive game 5. Batting – Striking 9. Passing using jump play, rules and the ball trampette 4. Vaulting-through 6. Gameplay strategy turns tactics 10. Rules, position and vault, straddle and knowledge of game play over. rules 5. Gaining flight distance 6. Perfecting vaulting shape 7. Analysis and performance Dance Basic technique 2. Commercial dance phrases 3. Gestures 4. Learning set routine 5. Creating own

stylistic actions

		Routine creating  1. Performance and analysis		
Disciplinary Knowledge (The skills and approaches that students will develop)	<ul> <li>Students to practice/rehearse skills in isolation in small groups</li> <li>Demonstrations by students of good practice</li> <li>Students to perform in competitive situations</li> <li>Students to evaluate each other's performance</li> <li>Teacher led plenaries</li> <li>Students to demonstrate application of rules</li> <li>Students to perform in different roles: performer, official, coach</li> </ul>	Students to practice/rehearse moves in isolation in small groups Demonstrations by students of good practice Students to perform their routines to an audience. Students to evaluate each other's performance Teacher led plenaries Students to demonstrate application of rules at competition level. Students to choreograph their own skill circuit/routine	<ul> <li>Students to practice/rehearse skills in isolation in small groups</li> <li>Demonstrations by students of good practice</li> <li>Students to perform in competitive situations</li> <li>Students to perform whole class routines such as Step Aerobics.</li> <li>Students to evaluate each other's performance</li> <li>Teacher led plenaries</li> </ul>	<ul> <li>small groups</li> <li>Demonstrations by students of good practice</li> <li>Students to perform in competitive situations</li> <li>Students to evaluate each</li> <li>small groups</li> <li>Demonstrations by students of good practice</li> <li>Students to perform in competitive situations</li> <li>Students to evaluate each</li> <li>Students to evaluate each</li> <li>Small groups</li> <li>Demonstrations by students of good practice</li> <li>Students to perform in competitive situations</li> <li>Students to evaluate each</li> </ul>
Assessment (The methods that teachers will use to assess the progress of all	<ul> <li>Q &amp; A</li> <li>Peer Analysis</li> <li>Self-evaluation</li> <li>Summative teacher assessment, based on PE assessment proforma assessing</li> </ul>	<ul> <li>Q &amp; A</li> <li>Peer Analysis</li> <li>Self-evaluation</li> <li>Summative teacher assessment, based on PE assessment proforma assessing</li> </ul>	<ul> <li>Q &amp; A</li> <li>Peer Analysis</li> <li>Self-evaluation</li> <li>Summative teacher assessment, based on PE assessment proforma assessing</li> </ul>	assessment, based on PE assessment    • Awareness of rules and regulations    • Awareness of rules and regulations
students)	students' ability in isolate and	students' ability in isolate and	students' ability in isolate and	students' ability in isolate and • Self/peer • Peer Analysis • Self-evaluation

	competitive scenarios.  Students to complete termly multiple-choice question sheet on key themes and content learnt in lesson.	competitive scenarios.  Students to complete termly multiple-choice question sheet on key themes and content learnt in lesson	competitive scenarios.  Students to complete termly multiple-choice question sheet on key themes and content learnt in lesson	competitive scenarios.  Students to complete termly multiple-choice question sheet on key themes and content learnt in lesson	<ul> <li>Summative teacher assessment based on athletics results recorded.</li> <li>Students to complete termly multiple-choice question sheet on key themes and content learnt in lesson</li> </ul>	<ul> <li>Summative teacher assessment, based on PE assessment proforma assessing students' ability in isolate and competitive scenarios.</li> <li>Students to complete termly multiple-choice question sheet on key themes and content learnt in lesson</li> </ul>
Reading,	Rugby	<u>Handball</u>	Sports hall athletics	<u>Football</u>	Athletics	Cricket
Writing and	Evasive Run	Tactical awareness	Paarlauf	Free kick	Endurance	Wicket keeper
Vocabulary	• Side-Step	Zonal defending	• Relay	Official	Pacing	• Fielders
	• Scrum	Man marking	• Throw	<ul> <li>Goalkeeper</li> </ul>	Sprint start	Catch
	Bind	Shooting on an	• Jump	<ul> <li>Formation</li> </ul>	<ul> <li>Angle of release</li> </ul>	Spin bowling
	• Hooker	angle	• Power	<ul> <li>Dribbling</li> </ul>	<ul> <li>Board</li> </ul>	<ul> <li>Fast bowling</li> </ul>
	Line out	Wing play	• Speed	<ul> <li>Pressing</li> </ul>	<ul> <li>Discus</li> </ul>	• Seam
	<ul> <li>Kicking</li> </ul>	Block	Reaction time	Man mark	High jump	• Swing
	<ul> <li>Offside</li> </ul>	<ul> <li>Intercept</li> </ul>	<ul> <li>Teamwork</li> </ul>			Backing up
				<u>Badminton</u>		Maiden over
	<u>Netball</u>	Table tennis		<ul> <li>Smash</li> </ul>		• Crease
	<ul> <li>Jump turns</li> </ul>	• Let		• Drop		
	<ul> <li>Interception</li> </ul>	Rally		• Angle		Rounders
	<ul> <li>Marking</li> </ul>	• Service		<ul> <li>Footwork</li> </ul>		<ul> <li>Backstop</li> </ul>
	<ul> <li>Finding space</li> </ul>	• Flick		Cross-Court		Backing up
	<ul> <li>Positioning</li> </ul>	<ul> <li>Pathway</li> </ul>		Channel (down-		• Base
	• Pivot			line)		Long barrier
		<u>Gymnastics</u>		<ul> <li>Deception</li> </ul>		Decision making
		• Tuck				
		Straddle				
		• Pike				
		Full and half turn				
		Straddle on/ over				

		T	T	T	T	T
		Through vault				
		<ul> <li>Headspring</li> </ul>				
		<ul> <li>Handspring</li> </ul>				
		<ul> <li>Landing</li> </ul>				
		<ul> <li>Flight</li> </ul>				
		Take off				
		<ul> <li>Present</li> </ul>				
		<ul> <li>Presentation</li> </ul>				
		Dance				
		Commercial				
		Stylistic				
		Musicality				
		Timing				
		<ul> <li>Dynamics</li> </ul>				
		Gestures				
		Space				
		Formations				
Numeracy	Numeracy skills will be	Numeracy skills will be	Numeracy skills will be	Numeracy skills will be	Numeracy skills will be	Students will develop
rumeracy	developed through	developed as students	developed through	developed as students	developed through	numeracy skills in
	invasion games as	will be required to	numerical skills	will be required to	numerical skills	striking and invasion
	students will be	keep score in both	required to measure	keep score in both	required to measure	sports by the
	required to point	handball and table	throws and jumps as	football and	throws and jumps as	requirement to tally
	score.	tennis.	well as for timings on	badminton.	well as for timings on	the score and wickets
			the track.		the track.	lost.
Personal	Students will have the	Students will have the	Students will have the	Students will have the	Students will have the	Students will have the
Development	opportunity to attend	opportunity to attend	opportunity to attend	opportunity to attend	opportunity to attend	opportunity to attend
•	rugby and netball clubs	handball, gym and	sports hall athletics	football club after	athletics clubs after	cricket and rounders
	after school, this will	dance clubs after	club at lunch time, this	school, this will then	school, this will then	clubs after school, this
	then provide students	school. This will then	will then provide	provide students with	provide students with	will then provide
	with the opportunity to	provide students with	students with the	the opportunity to	the opportunity to	students with the
	represent school in	the opportunity to	opportunity to	represent school in	represent school at the	opportunity to
	competitive matches	represent school in	represent school at the	competitive matches	track and field cup and	represent school in
	against schools across	competitive matches	sports hall athletics	against schools across	district athletics event.	competitive matches
	the district.	against schools across	district qualifier.	the district and in the		against schools across
		the district.		Lancashire cup.	Students will also be	the district.
		Furthermore, students	Students will develop		given a chance to	
		will have the	their knowledge of			

opportunity to take	health and wellbeing	develop skills at sports
part in a gym and	which will provide a life	day.
dance show for school.	long understanding of	
	the importance of	
	physical, social and	
	emotional health.	

# **Physical Education Curriculum Map**



## Year 9

#### Rationale and Links to The National Curriculum

The Year 9 Physical Education curriculum continues to build and develop on the skills and knowledge that students have acquired in years 7 and 8. Students will continue to have access to two hours a week of physical activity alongside extracurricular opportunities. Activities students will be taught follow the recommendations of the National Curriculum, teacher's areas of expertise and link directly to opportunities available within district sport – providing student's with the opportunity to experience challenge and enjoyment as well as engage in competitive sports and activities.

Throughout year 9 students will develop more tactical awareness and a greater understanding as to why skills are performed using a required technique. A focus on developing students' understanding on how and why skills are performed in a desired way will allow them to strive for mastery as they continue to practise these skills in the coming years. As well as learning physical skills students will continue to develop their understanding of more complex rules and tactics required all activities. Furthermore, the PE curriculum aims to build a lifelong love of sport for students, with the importance of physical, social and emotional health at the heart of all lessons.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	Invasion games	Dance and gymnastics	Health and wellbeing	Football	Athletics	Striking and fielding
key Topics		<del>-</del> •	•		Attiletics	
	Boys - Rugby	Handball	Table tennis	Orienteering		Cricket, rounders and
	Girls - Netball			Badminton		softball
Substantive	Rugby	<u>Handball</u>	Table tennis	<u>Football</u>	Students will develop	Striking and fielding
Knowledge	<ol> <li>Passing recap</li> </ol>	<ol> <li>Ball familiarisation</li> </ol>	<ol> <li>Forehand and</li> </ol>	<ol> <li>Advanced ball</li> </ol>	knowledge of key skills	
(The	2. Competitive	and passing recap	backhand rally	control	across a range of track	Developed skills to
knowledge	rucking recap	2. Dribbling recap	recap	2. Advanced passing	and field events.	outwit an
the students	3. Advanced side on	3. Role of pivot in	2. Toss serve	<ul><li>Retaining</li></ul>		opponent
will develop)	tackling recap	attack	3. The smash	possession	<u>Track</u>	Aiming to be more
	4. Advanced front on	4. Role of 3 backs in	4. The lob	3. Advanced dribbling	100, 200m, 300m,	consistent with
	tackling recap	attack	5. Doubles	and crossing	800m, 1500m, Relay	striking and
	5. Role of fly	5. Ball circulation to	alternating play	4. Advanced		fielding skills
	half/Number 10	create goal scoring	6. Tournament style	defending	Key skills - starting	
	6. Same way rugby –	opportunities	doubles	5. Shooting under	position, finishing	Cricket
	Using width	6. Defensive piston	competition	pressure	position, technique, leg	Advanced fielding
	7. Uncontested line	movement in zonal	7. Principles of attack	6. Attacking tactics –	action, arm action,	recap
	outs	defence	and defence in	Decision making	posture, stride pattern,	2. Bowling recap

	8. Applying pod work	7. Positioning, rules	table tennis	7. Positions and	pacing, baton change	3. Leg spin bowling
	to numbered	and gameplay	doubles	tactics –	over.	4. The sweep shot
	positions from set		8. Gameplay, rules	Formations and		5. Off spin bowling
	plays	<b>Trampolining</b>	and tactics	shape	<u>Field</u>	6. The cut shot
	9. 8v8 scrums	1. Basic shapes/		8. Positions and	Shot Put, Discus,	7. Gameplay
	10. Positioning, rules	Safety	<b>Health and wellbeing</b>	tactics – Game play	Javelin, long jump, high	including advanced
	and gameplay	2. Seat landings	Fitness testing		jump, triple jump (boys	strategy and ability
		3. Twists	1. CV fitness - 12-	<u>Badminton</u>	only)	to outwit
	<u>Netball</u>	4. Linking actions	minute cooper run	1. Flick serve recap,		opponents
	<ol> <li>Passing recap</li> </ol>	5. Front drop/ back	2. Muscular	long and short	Key skills - grip,	
	2. Advanced	drop	Endurance – 1	2. Overhead clear	throwing action,	Rounders and softball
	footwork	6. 10 bounce routine	minute sit up and	rally recap	accurate replication,	Advanced fielding
	3. Defending -	7. Analysis and	press up test.	3. Net shot rallies	technique, release	techniques
	Blocking	performance	Muscular strength	4. Applying principles	phase, recovery phase,	2. Advanced bowling
	4. Running pass and		<ul><li>Handgrip</li></ul>	of depth	follow through, step	techniques
	pivot	<u>Dance</u>	dynamometer test	5. Applying principles	pattern.	3. Backstop and
	<ol><li>Holding space</li></ol>	<ol> <li>Basic technique</li> </ol>	3. Agility – Illinois	of width		decision making
	6. Shooting	2. Jive/ lindy hop	agility run	6. Introducing		under pressure
	7. Whole court	dance phrases	4. Speed – 30m sprint	doubles - Service		4. Batting – Backhand
	games, position	3. Gestures/ lifts	test	and scoring rules		hit
	focus	4. Learning set	5. Power – Vertical	7. Competitive game		5. Gameplay
	8. Rules, position and	routine	jump test	play, rules and		including advanced
	game play	5. Creating own	6. Reaction time –	tactics		strategy and ability
		stylistic actions	Ruler drop test. Co-			to outwit
		6. Routine creating	ordination – 2m			opponents
		7. Performance and	wall ball throw.			
		analysis				
Disciplinary	<ul> <li>Students to</li> </ul>	<ul> <li>Students to</li> </ul>	<ul> <li>Students to</li> </ul>	<ul> <li>Students to</li> </ul>	<ul> <li>Students to</li> </ul>	<ul> <li>Students to</li> </ul>
Knowledge	practice/rehearse	practice/rehearse	practice/rehearse	practice/rehearse	practice/rehearse	practice/rehearse
(The skills	skills in isolation in	moves in isolation	skills in isolation in	skills in isolation in	skills in isolation in	skills in isolation in
and	small groups	in small groups	small groups	small groups	small groups	small groups
approaches	<ul> <li>Demonstrations by</li> </ul>	Demonstrations by	<ul> <li>Demonstrations by</li> </ul>	<ul> <li>Demonstrations by</li> </ul>	<ul> <li>Demonstrations by</li> </ul>	Demonstrations by
that students	students of good	students of good	students of good	students of good	students of good	students of good
will develop)	practice	practice	practice	practice	practice	practice
	<ul> <li>Students to</li> </ul>	<ul> <li>Students to</li> </ul>	<ul> <li>Students to</li> </ul>	Students to	<ul> <li>Students to</li> </ul>	Students to
	perform in	perform their	perform in	perform in	perform in	perform in
	competitive	routines to an	competitive	competitive	competitive	competitive
	situations	audience.	situations	situations	situations	situations

		•	Students to										
			evaluate each		evaluate each		perform whole		evaluate each		evaluate each		evaluate each
			other's		other's		class routines such		other's		other's		other's
			performance		performance		as Step Aerobics.		performance		performance		performance
		•	Teacher led	•	Teacher led	•	Students to	•	Teacher led	•	Teacher led	•	Teacher led
			plenaries		plenaries		evaluate each		plenaries		plenaries		plenaries
		•	Students to	•	Students to		other's	•	Students to	•	Students to	•	Students to
			demonstrate		demonstrate		performance		demonstrate		demonstrate		demonstrate
			application of rules		application of rules	•	Teacher led		application of rules		application of rules		application of rules
		•	Students to		at competition		plenaries	•	Students to			•	Students to
			perform in		level.	•	Students can		perform in				perform in
			different roles:	•	Students to		verbalise and		different roles:				different roles:
			performer, official,		choreograph their		demonstrate an		performer, official,				performer, official,
			coach		own skill circuit/		understanding of		coach				coach
		•	Students can		routine		key rules and	•	Students can			•	Students can
			verbalise and	•	Students can		tactics involved to		verbalise and				verbalise and
			demonstrate an		verbalise and		play fairly but to		demonstrate an				demonstrate an
			understanding of		demonstrate an		outwit the		understanding of				understanding of
			key rules and		understanding of		opponent		key rules and				key rules and
			tactics involved to		key rules and				tactics involved to				tactics involved to
			play fairly but to		tactics involved to				play fairly but to				play fairly but to
			outwit the		play fairly but to				outwit the				outwit the
			opponent		outwit the				opponent				opponent
					opponent								
	Assessment	•	Q & A	•	Q & A	•	Q & A	•	Q & A	•	Knowledge of	•	Knowledge of
	(The	•	Peer Analysis		performance		performance						
	methods that	•	Self-evaluation	•	Self-evaluation	•	Self-evaluation	•	Self-evaluation	•	Knowledge of	•	Knowledge of
	teachers will	•	Summative teacher		results		results						
	use to assess		assessment, based		assessment, based		assessment, based		assessment, based	•	Awareness of rules	•	Awareness of rules
	the progress		on PE assessment		and regulations		and regulations						
	of all		proforma assessing		proforma assessing		proforma assessing		proforma assessing	•	Timings/ Distance	•	Q & A
	students)		students' ability in	•	Self/peer	•	Peer Analysis						
			isolate and		isolate and		isolate and		isolate and		assessment	•	Self-evaluation
			competitive		competitive		competitive		competitive	•	Summative teacher	•	Summative teacher
			scenarios.		scenarios.		scenarios.		scenarios.		assessment based		assessment, based
		•	Students to		on athletics results		on PE assessment						
			complete termly		complete termly		complete termly		complete termly		recorded.		proforma assessing
			multiple-choice		multiple-choice		multiple-choice		multiple-choice				students' ability in
_													

	question sheet on key themes and content learnt in lesson.	question sheet on key themes and content learnt in lesson	question sheet on key themes and content learnt in lesson	question sheet on key themes and content learnt in lesson	Students to complete termly multiple-choice question sheet on key themes and content learnt in lesson	isolate and competitive scenarios.  Students to complete termly multiple-choice question sheet on key themes and content learnt in lesson
Reading,	Rugby	<u>Handball</u>	Table Tennis	<u>Football</u>	<u>Athletics</u>	<u>Cricket</u>
Writing and	• "Gain-Line"	Tactical awareness	• Let	Free kick	Long Jump	Wicket keeper
Vocabulary	"Break Down"	Zonal defending	• Rally	Official	Triple Jump     Triple Jump	• Fielders
	• Guard	Man marking	Service	Goalkeeper	Relay	• Catch
	Bridge     Tackle & Jackle	Shooting on an	• Flick	<ul><li>Formation</li><li>Dribbling</li></ul>	Discus     Sprint start	Spin bowling     Fast bowling
	Tackle & Jackle     Forward	angle  ■ The role of the	<ul><li>Pathway</li><li>Straight</li></ul>	•	<ul><li>Sprint start</li><li>Speed</li></ul>	<ul><li>Fast bowling</li><li>Block</li></ul>
	Momentum	winger	<ul><li>Straight</li><li>Diagonal</li></ul>	<ul><li>Decision making</li><li>Sportsmanship</li></ul>	<ul><li>Speed</li><li>Power</li></ul>	Drive
	• 1-15 Position	Positions	Push	Ball control	Strength	• Sweep
	Names	• Rules	Top-spin	Shooting	Cardiovascular	Boundary
		Penalty	тор зриг	• Cross	endurance	• LBW
	<u>Netball</u>	• Pivot	Health and wellbeing	0.000	Overtake	
	Holding space	3 backs	• Rep	<u>Badminton</u>		Rounders and Softball
	Counter attack	Ball circulation	• Set	<ul> <li>Footwork</li> </ul>		• Speed
	• Evasion		Kilogram	Cross-Court		<ul> <li>Accuracy</li> </ul>
	Penalty	<u>Trampolining</u>	Cardiovascular	<ul> <li>Channel (down-</li> </ul>		<ul> <li>Obstruction</li> </ul>
	Transition	• Tuck	endurance	line)		<ul> <li>Forehand</li> </ul>
		• Pike	Co-ordination     Power	• Deception		<ul> <li>Backhand</li> </ul>
		Straddle	• Power	• Attack		• Speed
		Core stability		Defence		Angular
		<ul><li>Seat drop</li><li>Swivel hips</li></ul>		• Width		Trajectory
		<ul><li>Swivel hips</li><li>Front landings</li></ul>		• Depth		<ul><li>Placement</li><li>Power</li></ul>
		Back landings				<ul><li>Power</li><li>Force</li></ul>
		Twists				+ TOICE
		• Control				
		Precision				

Numeracy	Numeracy skills will be	Dance  Jive  Lindy hop  Hand jive  Relationships  Lifts  Charleston  Fall off the log  Body percussion  Retrograde  Formations  Choreography  Cannon and unison  Time  Numeracy skills will be	Numeracy skills will be	Numeracy skills will be	Numeracy skills will be	Students will develop
	developed through invasion games as students will be required to point score.	developed as students will be required to keep score in handball	developed as students will be required to keep score in table tennis.	developed as students will be required to keep score in both football and badminton.	developed through numerical skills required to measure throws and jumps as well as for timings on the track.	numeracy skills in striking and invasion sports by the requirement to tally the score and wickets lost.
Personal Development	Students will have the opportunity to attend rugby and netball clubs after school, this will then provide students with the opportunity to represent school in competitive matches against schools across the district.	Students will have the opportunity to attend handball, gym and dance clubs after school. This will then provide students with the opportunity to represent school in competitive matches against schools across the district. Furthermore, students will have the opportunity to take part in a gym and dance show for school.	Students will develop their knowledge of health and wellbeing which will provide a life long understanding of the importance of physical, social and emotional health.	Students will have the opportunity to attend football club after school, this will then provide students with the opportunity to represent school in competitive matches against schools across the district and in the Lancashire cup.	Students will have the opportunity to attend athletics clubs after school, this will then provide students with the opportunity to represent school at the track and field cup and district athletics event.  Students will also be given a chance to develop skills at sports day.	Students will have the opportunity to attend cricket and rounders clubs after school, this will then provide students with the opportunity to represent school in competitive matches against schools across the district.

# **Physical Education PE Curriculum Map**

# Year 10



## **Rationale and Links to The National Curriculum**

The purpose of Physical Education during KS4 is to allow students the opportunity to implement skills learnt and developed during KS3 in a series of competitive game situations. Students will further understand the importance of tactics and decision making in a game situation across a range of team and individual sports. Physical development will continue throughout the curriculum with students developing cardiovascular endurance, speed and strength to help them lead a healthy active lifestyle.

Students will continue to receive extracurricular opportunities, to further develop skills in a competitive environment. At KS4 students will have one hour of core PE per week.

	Term 1	Term 2	Term 3
Key Topics	Invasion games	Health and wellbeing	Athletics
ney ropies	Boys - Rugby	Table tennis	Striking and fielding
	Girls - Netball	Football	Cricket, rounders and softball
	Dance and gymnastics	Badminton	
	Handball		
Substantive	Rugby	Health and wellbeing	Athletics
Knowledge	Advanced passing recap	1. Weight training	
(The	2. Advanced rucking recap	2. Circuit training	Students will develop knowledge of key skills across
knowledge	3. Advanced tackling recap	3. Fitness suite – CV training	a range of track and field events.
the students	4. Applying defensive tactics – Line	4. Fitness suite – Muscular endurance	
will develop)	speed	5. Clubercise	<u>Track</u>
	5. Applying kick and chase tactics	6. Boxercise	100, 200m, 300m, 800m, 1500m, Relay
	6. Competitive game play		
		Table tennis	Key skills - starting position, finishing position,
	<u>Netball</u>	Forehand and backhand serve recap	technique, leg action, arm action, posture, stride
	1. Advanced passing – Accuracy focus	2. Forehand and backhand rally recap	pattern, pacing, baton change over.
	2. Advanced footwork – Jump turn	3. Top spin serve and return	
	receive	4. Back spin serve and return	<u>Field</u>
	3. Advanced defending – Blocking and	5. The smash	Shot Put, Discus, Javelin, long jump, high jump, triple
	interception	6. The chop	jump

	4. Advanced shooting under pressure	7. Doubles alternating play	
	5. Competitive game play	8. Tournament style competition	Key skills - grip, throwing action, accurate
			replication, technique, release phase, recovery
	Trampolining	<u>Football</u>	phase, follow through, step pattern.
	<ol> <li>Shape familiarisation</li> </ol>	Advanced passing	
	<ol><li>Twist familiarisation</li></ol>	Advanced defending skills	Cricket
	<ol><li>Back drop/ front drop</li></ol>	3. Attacking – Shooting under pressure	Advanced fielding recap
	4. Rotations	4. Positions and tactics – Formations and shape	Advanced bowling recap
	5. 5 bounce routine	when attacking and defending	3. Varying length when bowling
	6. 10 bounce routine	5. Transitions of play, attack v defence	4. Advanced batting recap
	7. Performance and analysis	6. Rules, position and game play	5. Gameplay including advanced strategy and
			ability to outwit opponents
	<u>Dance</u>	<u>Badminton</u>	
	1. Technique	1. Backhand flick serve recap, long and short	Rounders and softball
	2. Rotation	2. Overhead clear rally recap	Advanced fielding techniques
	3. Elevation	3. Net shot rallies recap	Advanced bowling techniques
	4. Gesture	4. Drop shot recap	3. Backstop and decision making under pressure
	5. Travel	5. Applying principles of depth and width	4. Batting
	6. Routine/ choreography	6. Competitive game play, rules and tactics	5. Gameplay including advanced strategy and
	7. Performance and analysis		ability to outwit opponents
	<u>Handball</u>		
	<ol> <li>Ball familiarisation and passing recap</li> </ol>		
	2. Dribbling recap		
	3. Jump shot recap		
	4. Role of wingers in attack		
	5. Role of 3 backs in attack		
	6. Positioning, rules and gameplay		
Disciplinary	• Students to practice/rehearse skills	Students to practice/rehearse skills in isolation	Students to practice/rehearse skills in isolation
Knowledge	in isolation in small groups	in small groups	in small groups
(The skills	<ul> <li>Students to perform in competitive</li> </ul>	Students to perform in competitive situations	Students to perform in competitive situations
and	situations	Students to evaluate each other's performance	Students to evaluate each other's performance
approaches	• Students to evaluate each other's	Students to demonstrate application of rules	Students to demonstrate application of rules
that students	performance	and tactics	and tactics
will develop)	Students to demonstrate application	Students to perform in different roles:	Students to perform in different roles:
	of rules and tactics	performer, official, coach	performer, official, coach
	Students to perform in different		
	roles: performer, official, coach		

	Students can verbalise and demonstrate an understanding of key rules and tactics involved to play fairly but to outwit the opponent	Students can verbalise and demonstrate an understanding of key rules and tactics involved to play fairly but to outwit the opponent	Students can verbalise and demonstrate an understanding of key rules and tactics involved to play fairly but to outwit the opponent
Assessment	N/A	N/A	N/A
Reading,	Rugby	<u>Football</u>	<u>Athletics</u>
Writing and	Bridge	Faint	Race tactics
Vocabulary	Tackle & Jackle	Outwit	Sprint finish
	Forward Momentum	• Volley	• Rules
	1-15 Position Names	Half volley	Measuring tape
	Maul	Clearance	Hurdles
	High Ball		Race pacing
	"Chip & Chase"	<u>Badminton</u>	Fosbury Flop
	Line-Out	• Width	
		• Depth	<u>Cricket, Rounders and softball</u>
	<u>Handball</u>	Reaction Time	• Swing
	Defensive piston	Consistency	• Tactics
	Blocking	Precision	Field positions
	Pace	Accuracy	Bouncer      Washington
	Speed	Table 1 and 1	Yorker
	Width	Table tennis	
	Pivot	• Depth	
	Block	• Variation	
		<ul><li>Angle</li><li>Smash</li></ul>	
		• Loop	
		Alternate (doubles)	
Numeracy	Numeracy skills will be developed	Numeracy skills will be developed through point	Numeracy skills will be developed through point
Numeracy	through point scoring.	scoring.	scoring.
Personal	Students will have the opportunity to	Students will have the opportunity to attend	Students will have the opportunity to attend
Development	attend extracurricular after school clubs,	extracurricular after school clubs, this will then	extracurricular after school clubs, this will then
Development	this will then provide students with the	provide students with the opportunity to represent	provide students with the opportunity to represent
	opportunity to represent school in	school in competitive matches against schools across	school in competitive matches against schools across
	competitive matches against schools	the district.	the district.
	across the district.		
		The one hour of core PE will develop students	The one hour of core PE will develop students
		physical, social and emotional wellbeing.	physical, social and emotional wellbeing.
			, , , , , , , , , , , , , , , , , , , ,

The one hour of core PE will develop	
students physical, social and emotional	
wellbeing.	

# **Physical Education PE Curriculum Map**

# Year 11



## **Rationale and Links to The National Curriculum**

The purpose of Physical Education during Year 11 is to allow students the opportunity to continue to develop and refine skills learnt and developed during KS3 and KS4 in a series of competitive game situations. Students will further understand the importance of outwitting opponents, tactics and decision making in a game situation across a range of team and individual sports. By the end of KS4 in Physical Education we expect students to have skills in: Leading others, communicating problem solving ideas, Developing the ability to accept failure to improve in both skills and as a person creating a lifelong love of physical activity.

Students will continue to receive extracurricular opportunities, to further develop skills in a competitive environment. At KS4 students will have one hour of core PE per week.

	Term 1	Term 2	Term 3
Key Topics	Invasion games	Health and wellbeing	Striking and fielding
	Boys - Rugby	Table tennis	Cricket, rounders and softball
	Girls - Netball	Football	
	Dance and gymnastics	Badminton	
	Handball		
Substantive	Rugby	Health and wellbeing	<u>Athletics</u>
Knowledge	Advanced passing recap	7. Weight training	
(The	2. Advanced rucking recap	8. Circuit training	Students will develop knowledge of key skills
knowledge	3. Advanced tackling recap	9. Fitness suite – CV training	across a range of track and field events.
the students	4. Applying attacking tactics – Pod work	10. Fitness suite – Muscular endurance	
will develop)	5. Line outs	11. Clubercise	<u>Track</u>
	6. Competitive game play	12. Boxercise	100, 200m, 300m, 800m, 1500m, Relay
	Netball	Table tennis	Key skills - starting position, finishing position,
	1. Advanced passing – Accuracy focus	1. Forehand and backhand serve recap	technique, leg action, arm action, posture, stride
	2. Advanced footwork – Jump turn receive	2. Forehand and backhand rally recap	pattern, pacing, baton change over.
	3. Advanced defending – Blocking and	3. Top spin serve and return	
	interception	4. Back spin serve and return	<u>Field</u>
	4. Advanced shooting under pressure	5. The smash	Shot Put, Discus, Javelin, long jump, high jump,
	5. Competitive game play	6. The chop	triple jump

# **Disciplinary** Knowledge (The skills and approaches

that students

will develop)

## **Trampolining**

- 1. Shape familiarisation
- 2. Twist familiarisation
- 3. Linking skills
- 4. Rotations
- 5. 10 bounce routine
- 6. Routine choreography
- 7. Performance and analysis

## Dance

- 1. Technique advanced
- 2. Rotation
- 3. Elevation
- 4. Gesture
- 5. Travel
- 6. Routine/choreography
- 7. Performance and analysis

#### Handball

- 1. Ball familiarisation and passing recap
- 2. Dribbling under pressure
- 3. Jump shot under pressure
- 4. Role of pivot
- 5. Role of centre half in attack
- 6. Positioning, rules and gameplay
- Students to practice/rehearse skills in isolation in small groups
- Students to perform in competitive situations
- Students to evaluate each other's performance
- Students to demonstrate application of rules and tactics
- Students to perform in different roles: performer, official, coach
- Students can verbalise and demonstrate an understanding of key rules and

- 7. Doubles alternating play
- 8. Tournament style competition

#### **Football**

- 1. Advanced passing
- 2. Advanced defending skills
- 3. Attacking Shooting under pressure
- 4. Positions and tactics Formations and shape when attacking and defending
- 5. Transitions of play, attack v defence
- 6. Rules, position and game play

## **Badminton**

- 1. Forehand flick serve recap, long and short
- 2. Drive shot rally recap
- 3. Net shot rallies recap
- 4. Drop shot recap
- 5. Double rules and gameplay
- 6. Competitive game play, rules and tactics

- Students to practice/rehearse skills in isolation in small groups
- Students to perform in competitive situations
- Students to evaluate each other's performance
- Students to demonstrate application of rules and tactics
- Students to perform in different roles: performer, official, coach
- Students can verbalise and demonstrate an understanding of key rules and tactics involved to play fairly but to outwit the opponent

Key skills - grip, throwing action, accurate replication, technique, release phase, recovery phase, follow through, step pattern.

## Cricket

- 1. Fielding Run outs
- 2. Bowling Yorker
- 3. Bowling Short ball
- 4. Batting Front drive
- 5. Batting sweep shot
- 6. Gameplay including scoring and ability to outwit opponents

## **Rounders and softball**

- 1. Advanced fielding techniques
- 2. Advanced bowling techniques
- Batting
- 4. Gameplay including advanced strategy and ability to outwit opponents

- Students to practice/rehearse skills in isolation in small groups
- Students to perform in competitive situations
- Students to evaluate each other's performance
- Students to demonstrate application of rules and tactics
- Students to perform in different roles: performer, official, coach
- Students can verbalise and demonstrate an understanding of key rules and tactics

	tactics involved to play fairly but to outwit the opponent		involved to play fairly but to outwit the opponent
Assessment	• N/A	• N/A	• N/A
Assessment Reading, Writing and Vocabulary	<ul> <li>N/A</li> <li>Rugby</li> <li>Bridge</li> <li>Tackle &amp; Jackle</li> <li>Forward Momentum</li> <li>1-15 Position Names</li> <li>Maul</li> <li>High Ball</li> <li>"Chip &amp; Chase"</li> <li>Line-Out</li> <li>Handball</li> <li>Defensive piston</li> <li>Blocking</li> <li>Pace</li> <li>Speed</li> <li>Width</li> <li>Pivot</li> <li>Block</li> </ul>	<ul> <li>N/A</li> <li>Football</li> <li>Faint</li> <li>Outwit</li> <li>Volley</li> <li>Half volley</li> <li>Clearance</li> </ul> Badminton <ul> <li>Width</li> <li>Depth</li> <li>Reaction Time</li> <li>Consistency</li> <li>Precision</li> <li>Accuracy</li> </ul> Table tennis <ul> <li>Depth</li> <li>Variation</li> <li>Angle</li> </ul>	<ul> <li>N/A</li> <li>Athletics</li> <li>Race tactics</li> <li>Sprint finish</li> <li>Rules</li> <li>Measuring tape</li> <li>Hurdles</li> <li>Race pacing</li> <li>Fosbury Flop</li> </ul> Cricket, Rounders and softball <ul> <li>Swing</li> <li>Tactics</li> <li>Field positions</li> <li>Bouncer</li> <li>Yorker</li> </ul>
Numeracy	Numeracy skills will be developed through	<ul> <li>Smash</li> <li>Loop</li> <li>Alternate (doubles)</li> <li>Numeracy skills will be developed through point</li> </ul>	Numeracy skills will be developed through point
Personal	point scoring. Students will have the opportunity to attend	Students will have the opportunity to attend	Students will have the opportunity to attend
Development	extracurricular after school clubs, this will then provide students with the opportunity to represent school in competitive matches against schools across the district.	extracurricular after school clubs, this will then provide students with the opportunity to represent school in competitive matches against schools across the district.	extracurricular after school clubs, this will then provide students with the opportunity to represent school in competitive matches against schools across the district.
	The one hour of core PE will develop students physical, social and emotional wellbeing.	The one hour of core PE will develop students physical, social and emotional wellbeing.	The one hour of core PE will develop students physical, social and emotional wellbeing.