

**The Big Picture – Intent:** The aim of PE in year 7 is to build on the foundation of core skills that students have gained in their primary education. Students will take part in a variety of activities designed to help transition from KS2 in primary school. They will work on the 3 core progression pillars which underpin the PE curriculum - *motor competence, rules and tactics* and students will gain awareness of *health principles*.

Students will study a broad range of activities with a focus on developing the basic skills they will need to be successful in that or similar activities at later stages. Lessons will be practical in nature and will require students to work as a part of a team and as individuals. PE lessons will remain mixed gender as we encourage boys and girls to work together to support their learning and challenge gender equality stereotypes. Each member of staff will be responsible for teaching the group all units unless they hold significantly more expertise or additional qualifications in specific areas. This ensures the appropriate member of the department oversees lesson planning and delivery, efficiency of the pedagogy and ultimate progress. The Idsall Character principles (*head, heart and hands*), that build on The LORIC principles, allow progress through from Beginner, Novice, Improver, Competent to Advanced performers.

All students will be able to access the main content of all lessons and will be taught to the top with scaffolding and adaptive teaching which provides stretch and challenge.

**Implementation:**

***The units students will be studying include:***

- Multi activities (Cross country, Fitness induction, Fitness testing, Football and Netball with 4 lessons of each within the first term in order for staff and students to promote extra-curricular opportunities and to form baseline awareness of students’ prior attainment (grouping allowed for success and challenge).
- Rugby (passing and handling, passing off both sides, knowledge of passing laws, determination and resilience).
- Gymnastics: (shapes and travel, develop body tension, know how to present and start and end a routine, analysis skills).
- Netball (movement off the ball, receiving the ball on the move, contact and distance rules, determination and resilience).
- Badminton (net/court set up/ take down and serving long and short, rallying skills, court lines and equipment, determination and resilience).
- Athletics (run, throw, jump through individual events at maximum levels, self and peer analysis, determination and resilience). Rounders (throwing/catching/bowling, self and peer analysis, leadership skills).

Assessment tasks are core tasks highlighting a specific skill in the Hands curriculum; this is usually a GCSE area so that students who wish to follow an academic route are gaining foundation level skills in Y7. Students also gain a Hands score in full or conditioned game play where they can show tactics and creativity against others in order to outwit or succeed.

**Key Summative Assessments: end block using Head Heart Hands.**

Skills and knowledge will be assessed at the end of each unit of work (core task and conditioned/full context gameplay).

Head (Creativity/Problem solving, analysis and knowledge of rules)

Heart (Resilience, Independence and Leadership)

Student Progression Levels are – Beginner, Novice, Improver, Competent and Advanced

**Autumn Term**

Multi – Skills, (XC, fitness, Netball, Football)

**Spring Term**

Rugby, Gymnastics, Netball, Badminton

**Summer term**

Athletics and Rounders

**Impact:**

Students will build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They will understand what makes a performance effective and how to apply these principles to their own and others’ work. They will develop the confidence and interest to ask questions within lessons to further understanding and they will actively get involved in exercise, sports and activities in and out of school and in later life being able to understand and apply the long-term health benefits of physical activity.

<b>Content</b>	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning	<b>Prior Learning (Y6)</b>	<b>Future learning (Y8)</b>
<b>Cross country and fitness training</b>	To successfully run a variety of cross-country distances	<ul style="list-style-type: none"> <li>• Understand Fartlek and Continuous training methods.</li> <li>• Understand the important of Aerobic and Anaerobic pacing.</li> </ul>	Students should have completed athletics work, running, throwing and jumping.	Students will develop CV fitness, muscular endurance and speed levels (aerobic capacity), greater knowledge of Aerobic and Anaerobic principles and different versions of the Fartlek and continuous training methods.
<b>Fitness suite induction CV machines</b>	To know safety and instructional usage of the fitness suite machines	<ul style="list-style-type: none"> <li>• To know all safety aspects of CV machines and the fitness suite rules.</li> <li>• To know operational points to successful use of CV training.</li> </ul>	Pupils will not have had any induction into the use of CV machines including treadmills etc.	Students will develop knowledge, skill and understanding of fitness training and testing in more detail in Y8, allowing progress in knowledge and applying to them as performers.
<b>Fitness testing (endurance, agility, strength, co-ordination)</b>	To perform the tests successfully, and accurately	<ul style="list-style-type: none"> <li>• To know the methods and validity (sporting link) of the tests and to introduce the concept of different fitness types.</li> </ul>	Students may not have completed any formal fitness testing.	Students can repeat in specific schemes of work (fitness) and will have a single fitness test within each activity that is valid to the sport in Y8.
<b>Netball</b>	To develop general game play including starts, movement, passing, dodging, footwork and shooting	<ul style="list-style-type: none"> <li>• To know positions, and tactics, including starting procedures. Students will also develop rules of distance and footwork during Y7.</li> </ul>	Students may have played high 5 netball so introducing 7 aside format is key.	Students will further develop key skills and both declarative and procedural knowledge towards creating space, passing risk, footwork and landing and shooting from range.
<b>Football</b>	Students will successfully develop control, passing, shooting and positioning skills	<ul style="list-style-type: none"> <li>• Awareness of correct points of the foot that enable control and passing to be correctly administered.</li> <li>• Develop awareness of balance and co-ordination in regard to possession and passing accuracy.</li> </ul>	Students will have had foundation awareness in football; however, some who play for teams will have developed greater skill and tactical awareness (NEED for	Students will develop aerial control and pass in more challenging situations with greater control and accuracy and be able to correct application of skill and knowledge.

			differentiation and successful challenge).	
<b>Rugby</b>	To develop passing and handling, passing off both sides. Students will develop confidence and resilience when taking on contact elements.	<ul style="list-style-type: none"> <li>• Knowledge of passing laws (backwards and sideways), knowledge of safety of body positioning in elements of correct equipment, passing and contact.</li> <li>• Some students may need time to develop contact confidence and fitness levels.</li> </ul>	Students may have been introduced to tag rugby, the passing principles are similar only the timing element having passive defensive and 3 seconds is different.	Students in Y8 should be able to tackle and be safe in contact situations. Develop depth of passing and support running.
<b>Gymnastics:</b>	To develop posture, shapes and travel, develop body tension (isometric contraction ability), apply presence to successfully start and end a routine, develop appreciation and analysis skills.	<ul style="list-style-type: none"> <li>• Know how to present and end a routine.</li> <li>• Know the components of traveling and balance.</li> <li>• Know names of basic vaults and floor elements.</li> </ul>	Students will have participated in travelling and rolling (locomotion) in primary, secure knowledge and allow all students to access travel and rolling with suitable challenge.	Students will not visit gymnastics again unless they participate in clubs. This mirrors student voice and clubs' links in the context of the local community
<b>Netball</b>	To develop movement off the ball and receiving the ball on the move. Determination and Resilience).	<ul style="list-style-type: none"> <li>• Students will develop knowledge of re-starts, positioning recap and the more regular application of contact and distance rules.</li> </ul>	Students will have played high 5 versions on smaller courts. In the multi skills, students will have been introduced to passing and shooting and positional play with knowledge of basic rules for 7 aside.	To further develop positional awareness, pivoting, passing and receiving accuracy and knowledge of tactics including restarts.
<b>Athletics</b>	To develop the techniques and fitness requirements to run, throw and jump through individual events at maximum levels. To develop self and peer analysis, determination and resilience.	<ul style="list-style-type: none"> <li>• To know the coaching points of successful and advanced athletics events.</li> <li>• To know the rules of measuring and to use distance and time successfully as a measure of performance.</li> </ul>	Students will have developed running, jumping and throwing skills in KS1 and 2 but this should be revisited to challenge and promote body positioning and fitness requirements.	Students will repeat successful movements patterns and apply greater force/speed and accuracy to technical events and learn more advanced skills including discuss/high jump Fosbury flop and run ups/slide in javelin and shot.
<b>Rounders</b>	To develop throwing/catching/bowling, self and peer analysis and leadership skills leading	<ul style="list-style-type: none"> <li>• To know rules of rounders.</li> <li>• To know the tactics of a right and left-handed batter and be able to know coaching points of bowling and long barrier.</li> </ul>		

	warm ups and coaching techniques in small groups.			
<b>House series (competitive opportunity at varying points in the calendar)</b> <ol style="list-style-type: none"> <li>1. Cross country</li> <li>2. Netball</li> <li>3. Football</li> <li>4. Rugby</li> <li>5. Netball 2</li> <li>6. Gymnastics</li> <li>7. Badminton</li> <li>8. Rounders</li> <li>9. Athletics</li> </ol>	Those involved (majority) will develop and have opportunity to showcase full tactical and rules strategies to outwit opponents. All skills learned will be able to be utilised and successes and involvement celebrated.	<ul style="list-style-type: none"> <li>• Those involved (majority) will develop sportsmanship, ethics and moral compass and fair play, appreciation of others in both success and defeat and contribute towards a team ethos of their house.</li> <li>• Competitive situations and experience of winning and losing is important if supported and self-esteem allows.</li> </ul>	N/A	House events should be able to be performed at higher accuracy or performance level due to the skills being repeated in Y8 in many of the activities.
Club links	To be able to access local clubs in all sports.	<ul style="list-style-type: none"> <li>• To know contact numbers and training details for all appropriate local clubs.</li> </ul>	Continue with any links previously used.	Continue with any previous clubs.

**The Big Picture Y8 - Intent:** The aim of PE in year 8 is to build on the foundation knowledge and skills that students have gained in their Year 7 transition experience. Students will take part in a variety of activities designed to help develop more intermediate knowledge and introduce more advanced concepts. They will work on the 3 core progression pillars which underpin the PE curriculum - *motor competence, rules and tactics* and students will gain awareness of *health principles* in greater depth and challenge than in Y7.

Students will study a broad range of activities with a focus on further developing the skills they will need to be successful in that or similar activities at later stages. Skills and knowledge will be assessed at the end of each unit of work (core task and conditioned/full context gameplay). The units that students will be studying include: Cross country and training methods, Fitness ME/CV fitness, Football, Rugby (Tackle and Ruck, knowledge of contact laws, determination, and resilience). Trampolining: (safety, basic shapes, start and end a 10-bounce routine, Twists and rotations analysis skills). Netball (Attacking and defending principles, Centre play tactics and Independence). Badminton (Clear, drive and drop shot development Leadership skills). Athletics (run, throw, jump through individual events at maximum levels, self and peer analysis, determination, and resilience). Rounders (Batting skills, Defensive fielding placement, self and peer analysis, leadership skills). Basketball (Shooting and dribbling skills, Creativity and problem-solving skills, Determination and resilience). Cricket (Batting skills, Line and length bowling, self and peer assessment, Leadership skills).

**Implementation:**

Lessons will be practical in nature and will require students to work as a part of a team and as individuals. PE lessons will remain either boys, girls or mixed gender in order to provide appropriate challenge, motivation leading to improved self-esteem and engagement levels. Each member of staff will be responsible for teaching the group all units unless they hold significantly more expertise or qualifications (Rugby/Trampolining/Netball commonly). This ensures the most expert member of the department oversees lesson planning and delivery and ultimate efficiency of the pedagogy and ultimate progress. The Idsall Character principles (head, heart and hands) continue building on the LORIC principle. Students' progress through Beginner, Novice, Improver, Competent to Advanced performers.

Assessment tasks are core tasks highlighting a specific skill in the Hands curriculum. This is usually a GCSE skill area so that students who wish to follow an academic route are gaining foundation level skills in Y7. Students also gain a 'Hands' score in full or conditioned game play out where they can show tactics and creativity against others in order to outwit or succeed.

**Key Summative Assessments:**

- End block using Head Heart Hands.
- Head (Creativity/Problem solving, analysis and knowledge of rules)
- Heart (Resilience, Independence and Leadership)
- Student Progression Levels are - Beginner, Novice, Improver, Competent and Advanced

**Autumn Term** (group specific)

XC, fitness, Netball, Trampolining, Rugby, Badminton, Football.

**Spring Term** (group specific)

Fitness, Netball, Trampolining, Rugby, Badminton, Football.

**Summer term** (group specific)

Athletics, Basketball, Cricket and Rounders

**Impact:**

Students will build on and embed the physical development and skills learned in Year 7 in most activities, and create new experience and a love for Basketball, Cricket, and Tennis. In the sports where previous learning has occurred, they will become more competent, confident and expert in their techniques and start to apply more intermediate and advanced tactics and skills in more competitive situations. Some students across multiple sports and physical activities will develop curiosity and strengths which they can pursue. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to ask questions within lessons to further understand more complex elements being taught and students will get involved in exercise, sports and activities out of school, where possible, due to this love and appreciation. Clubs links will further support lifelong participation and understanding the long-term health benefits of physical activity.

<b>Content/Units</b>	<b>Skills</b> This is the actions taken within a topic to gain substantive knowledge	<b>Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning	<b>Prior Learning (Y7)</b>	<b>Future Learning (Y9)</b>
Cross country and fitness training	To successfully run a variety of cross-country distances with greater capacity and speed	<ul style="list-style-type: none"> <li>• Understand Fartlek and Continuous training methods.</li> <li>• Understand the important of Aerobic and Anaerobic pacing to be more successful than previously.</li> </ul>	<ul style="list-style-type: none"> <li>• To successfully run a variety of cross-country distances. Understand fartlek and Continuous training methods, Understand the important of Aerobic and Anaerobic pacing.</li> </ul>	Understand Fartlek and Continuous training methods, Understand the important of Aerobic and Anaerobic pacing developing best results.
Fitness training (cardio-vascular endurance (CV), muscular strength (ME),	To be able to develop and perform, safe and valid training in CV and ME fitness exercise training.	<ul style="list-style-type: none"> <li>• Be aware of and understand Overload, Principles of training (intro) and the exercise, intensity required for CV and ME training.</li> </ul>	<ul style="list-style-type: none"> <li>• To perform the tests successfully, and accurately.</li> <li>• To know the methods and validity (sporting link) of the tests and to introduce the concept of different fitness types.</li> </ul>	Students will repeat in specific schemes of work (fitness) and will have a single fitness testing or training and training that builds CV and ME within each activity that is valid to that sport (this can be in a skills drill format or individual).
Netball	To develop general game play including centre starts, attacking and defensive principles, passing, dodging, footwork and shooting skills.	<ul style="list-style-type: none"> <li>• To know movement tactics including starting procedures.</li> <li>• Students will also develop understanding of passing techniques and positioning to be more effective in attack and defence building on from y7 work.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop general game play including starts, movement, passing, dodging, footwork and shooting.</li> <li>• To know positions, and tactics including starting procedures. Students will also develop rules of distance and footwork during y7.</li> </ul>	Students will further develop key skills and both declarative and procedural knowledge towards creating space, passing risk, footwork and landing and shooting from appropriate ranges with greater success and accuracy as a result.
Football	Students will develop Aerial control, passing using different parts of the	<ul style="list-style-type: none"> <li>• Students will know about contact position with the ball to lift the ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will successfully develop control, passing,</li> </ul>	Students will develop aerial control and pass in more challenging situations with

	<p>foot to enable chipping and driving the ball. Shoot after receiving the ball with back to goal and develop agility and power and link to help students succeed. Students will also develop tackling ability.</p>	<ul style="list-style-type: none"> <li>Students will further know supporting importance when shooting when facing away from the goal combining the turn and dribble to create space from a defender.</li> </ul>	<p>shooting and positioning skills.</p> <ul style="list-style-type: none"> <li>Awareness of correct points of the foot that enable control and passing to be correctly administered.</li> <li>Develop awareness of balance and co-ordination in regard to possession and passing accuracy.</li> </ul>	<p>greater control and accuracy due to correct application of skill and knowledge.</p>
Rugby	<p>To develop contact positioning in the tackle, with an introduction to rucking. This will combine student ability to pass and receive with different option in game play. Students will develop sealing, cleaning, depth support play and ability to offload before, during and after the tackle and present in conditioned gameplay.</p>	<ul style="list-style-type: none"> <li>Students will develop knowledge of gain and defensive lines.</li> <li>Teaching and safety coaching points of all skills and know and understand the reasons for timing of key skills in open gameplay.</li> </ul>	<ul style="list-style-type: none"> <li>To develop passing and handling, passing off both sides.</li> <li>Students will develop confidence and resilience when taking on contact elements).</li> <li>Knowledge of passing laws (backwards and sideways), knowledge of safety of body positioning in elements of correct equipment, passing and contact. Some students may need time to develop contact confidence and fitness levels.</li> </ul>	<p>Students in Y8 should be able to tackle and be safe in contact situations. Develop depth of passing and support running.</p>
Trampolining	<p>To develop basic shapes, develop body tension (isometric contraction ability), apply 10 bounce routine with elements of rotation and develop appreciation and analysis skills.</p>	<ul style="list-style-type: none"> <li>Know how to present and end a routine.</li> <li>Know the components of basic shapes and arm set/position before twisting or rotations.</li> <li>Know the main teaching points for these physical competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Build on from Y7 gymnastics elements – in the trampolining format.</li> </ul>	<p>Students will develop forwards and backwards rotations, leading up to somersaults, where possible.</p>
Netball	<p>Students will develop centre start tactics; and attacking and defensive</p>	<ul style="list-style-type: none"> <li>Students will know and understand the importance of pressing and close marking in defence.</li> </ul>	<ul style="list-style-type: none"> <li>To develop movement off the ball and receiving the ball on the move.</li> </ul>	<p>To further develop positional awareness, pivoting, passing and receiving accuracy and</p>

	principles. Man marking/dodging and playing out of the centre to gain distance to the post.	<ul style="list-style-type: none"> <li>• In attack, the ability for quick accurate passing in front of the player to prevent the defence from setting.</li> <li>• Understand key principles of coaching points of these principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Determination and Resilience).</li> <li>• Students will develop knowledge of restarts, positioning recap and the more regular application of contact and distance rules.</li> </ul>	knowledge of tactics including restarts.
Athletics	<p>To further develop the techniques and fitness requirements to run, throw and jump through Individual events at maximum levels (advanced starts, run ups and approaches). To develop self and peer analysis, determination and resilience.</p>	<ul style="list-style-type: none"> <li>• To know the coaching points of successful and advanced athletics events including run ups/preparation phases.</li> <li>• To know the rules of measuring and to use distance and time successfully as a measure of performance.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop the techniques and fitness requirements to run, throw and jump through individual events at maximum levels, To develop self and peer analysis, determination and resilience.</li> <li>• To know the coaching points of successful and advanced athletics events.</li> <li>• To know the rules of measuring and to use distance and time successfully as a measure of performance.</li> </ul>	Students will repeat successful movements patterns and apply greater force/speed and accuracy to technical events and learn more advanced skills including discuss/high jump Fosbury flop and run ups/slide in javelin and shot and apply autonomously in Y9.
Rounders/Cricket (group dependent)	<p>To develop batting skills, position/grip, foot movement. To develop shot selection and develop fielding skills of catching and throwing in. Students will also develop bowling skill, line/height length and speed will all be improved.</p>		<ul style="list-style-type: none"> <li>• To develop Throwing/Catching/Bowling, self and peer analysis and leadership skills leading warmups and coaching techniques in small groups.</li> <li>• To know rules of rounders/cricket, to know the tactics of a right- and left-handed batter and be able to know coaching points of bowling (accuracy line and length/height) and long barrier.</li> </ul>	



Tennis	Develop serve, forehand and back hand ground shots	<ul style="list-style-type: none"> <li>To develop knowledge of teaching points of grip and movement types to become successful at fore and backhand. Serve analysis will allow students to coach and support others.</li> </ul>	<ul style="list-style-type: none"> <li>This is the first-time students will study tennis.</li> </ul>	Students will further develop ability to vary serve and ground shots and will start to develop smash/volley techniques.
House series (competitive opportunity at varying points in the calendar) <ol style="list-style-type: none"> <li>Cross country</li> <li>Netball</li> <li>Football</li> <li>Rugby</li> <li>Cricket</li> <li>Trampolining (lunch 4 seeds)</li> <li>Badminton</li> <li>Rounders</li> <li>Athletics</li> </ol>	Those involved (majority) will develop and have opportunity to showcase full tactical and rules strategies to outwit opponents. All skills learned will be able to be utilised and successes and involvement celebrated.	<ul style="list-style-type: none"> <li>Those involved (majority) will develop sportsmanship, ethics and moral compass and fair play.</li> <li>Appreciation of others in both success and defeat and contribute towards a team ethos of their house.</li> <li>Competitive situations and experience of winning and losing is important if supported and self-esteem allows.</li> </ul>	<ul style="list-style-type: none"> <li>To use the knowledge and experience gained in order to successfully compete in a house event supporting own performance and others.</li> </ul>	House events should be able to be performed at higher accuracy or performance level due to the skills being repeated in Y9 in many of the activities.
Club links	To be able to access local clubs in all sports.	<ul style="list-style-type: none"> <li>To know contact numbers and training details for all appropriate local clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with any links previously used.</li> </ul>	Continue with any previous clubs.

**The Big Picture Y9 – Intent:** The aim of PE in year 9 is to build on the foundation knowledge and skills that students have gained in their Year 8 intermediate experience. Students will take part in a variety of activities designed to help develop more advanced knowledge and introduce more advanced tactics and performances. They will continue work on the 3 core progression pillars which underpin the PE curriculum - *Motor competence, rules and tactics* and students will gain awareness of *health principles* in greater depth and challenge than in Y8.

Year 9, students will study a broad range of activities with a focus to further develop more advanced skills that they will need to be successful in that or similar activities in KS4 and beyond. Skills and knowledge will be assessed at the end of each unit of work (core task and conditioned/full context gameplay). The units that students will be studying include: Cross country and training methods, Fitness ME/CV fitness, Football, Rugby (Scrum, line out and mauling, knowledge of contact laws, determination and resilience). Trampoline: (10 bounce routine, Twists and Front and back landing/advanced rotations and analysis skills). Netball (Attacking and defending principles, Centre play tactics and Independence). Badminton (Net shots, drive and drop shot and Smash development skills and Leadership skills). Athletics (run, throw, jump through individual events at maximum levels, self and peer analysis, determination and resilience). Rounders (Batting skills, Defensive fielding placement, self and peer analysis, leadership skills). Basketball (Shooting and dribbling skills, Creativity and problem-solving skills, Determination and resilience). Cricket (Batting skills, Line and length bowling, self and peer assessment, Leadership skills). Outdoor and Adventurous Activities (OAA – Problem solving, map skills and orienteering).

**Implementation:**

Lessons will be practical in nature and will require students to work as a part of a team and as individuals. PE lessons will remain either boys, girls or mixed gender in order to provide appropriate challenge and motivation leading to improved self-esteem and engagement levels. Each member of staff will be responsible for teaching the group all units unless they hold significantly more expertise or qualifications (Rugby/Trampoline/Netball commonly). This ensures the most expert member of the department oversees lesson planning and delivery, and efficiency of the pedagogy and ultimate progress. The Idsall Character principles (head, heart and hands) build on the LORIC principles from PiXL but in an Idsall context. Students progress through Beginner, Novice, Improver, Competent to Advanced performers.

Assessment tasks are core tasks highlighting a specific skill in the Hands curriculum. This is usually a GCSE skill area so that students who wish to follow an academic route are gaining foundation level skills in Y9. Students also gain a ‘Hands’ score in full or conditioned game play out where they can show tactics and creativity against others in order to outwit or succeed.

**Key Summative Assessments:**

End block using Head Heart Hands.

Head (Creativity/Problem solving, analysis and knowledge of rules)

Heart (Resilience, Independence and Leadership)

Student Progression Levels are - Beginner, Novice, Improver, Competent and Advanced

**Autumn Term** (group specific)

XC, fitness, Netball, Trampoline, Rugby, Basketball, OAA

**Spring Term** (group specific)

Fitness, Netball, Trampoline, Rugby, Badminton, OAA.

**Summer term** (group specific)

Athletics, Basketball, Tennis Cricket and Rounders

**Impact:**

Students will build on and embed the physical development and skills learned in Year 8 in most activities, and create new experience and a love for Basketball, Rugby (girls) and OAA. In the sports where previous learning has occurred, they will become more competent, confident and expert in their techniques and start to apply more advanced tactics and skills in more competitive situations. Students will develop curiosity and strengths in which they can pursue outside school. They should understand what makes a performance effective and how to apply these principles to their own and others’ work. They should develop the confidence and interest to ask questions within lessons to further understand more complex elements being taught and students will get involved in exercise, sports and activities out of school, where possible, due to this love and appreciation. Club links will further support lifelong participation and understanding the long-term health benefits of physical activity.

<b>Content/Units</b>	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning	<b>Prior Learning (Y8)</b>	<b>Future Learning (Y10)</b>
Cross country and fitness training	To successfully run a variety of cross country (XC) distances with greater capacity and speed. Understand Fartlek and Continuous training methods.	<ul style="list-style-type: none"> <li>• Understand the important of Aerobic and Anaerobic pacing to be more successful than previously.</li> <li>• Understand how oxygen is delivered around the body during Aerobic events.</li> </ul>	<ul style="list-style-type: none"> <li>• To successfully run a variety of cross-country distances with greater capacity and speed.</li> <li>• Understand Fartlek and Continuous training methods.</li> <li>• Understand the important of Aerobic and Anaerobic pacing to be more successful than previously.</li> </ul>	Understand Fartlek and Continuous training methods. Understand the important of Aerobic and Anaerobic pacing, developing best ever results in a more advanced XC run.
Fitness training Types (Circuit, Interval, plyometrics, Fartlek, SAQ/HIT, Resistance intro	To successfully complete different training types safely	<ul style="list-style-type: none"> <li>• Know the methodology behind equipment, intensity and timings of exercise and training types.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to develop and perform, safe and valid training in CV and ME fitness exercise training.</li> <li>• Be aware of and understand Overload, Principles of training (intro) and the exercise, intensity required for CV and ME training.</li> </ul>	Students will repeat in specific schemes of work, if selected pathway. Students will be independent when training but also understand fitness within other sports valid to that sport (this might be in a skills drill format commonly).
Netball	To further develop general game play including centre starts, attacking and defensive principles, passing, dodging, footwork and shooting skills.	<ul style="list-style-type: none"> <li>• To know more advanced movement tactics including starting procedures.</li> <li>• Students will also develop understanding of passing techniques (variety) and positioning to be more effective in attack (close to the post) and defence building on from y8 work.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop general game play including centre starts, attacking and defensive principles, passing, dodging, footwork and shooting skills.</li> <li>• To know movement tactics including starting procedures.</li> </ul>	Students will further develop key skills and both declarative and procedural knowledge towards creating space, passing risk, footwork and landing ability and shooting from appropriate ranges with greater success and accuracy as a result.

			<ul style="list-style-type: none"> <li>Students will also develop understanding of passing techniques and positioning to be more effective in attack and defence building on from Y7 work.</li> </ul>	
Rugby	To develop Contact positioning in the tackle, with an introduction to Mauling and Scrummaging and lineout. This will combine student ability to pass and receive with different options in game play. Students will also develop deeper support play and ability to offload before, during and after the tackle and present in conditioned gameplay.	<ul style="list-style-type: none"> <li>Students will develop knowledge of gain and defensive lines.</li> <li>Teaching and safety coaching points of all skills and know and understand the reasons for timing of key skills in open gameplay.</li> <li>Knowledge of the safety points of scrummaging (body position tower of power, hips below shoulders) and importance of ball in maul positioning.</li> </ul>	<ul style="list-style-type: none"> <li>To develop contact positioning in the tackle, with an introduction to Rucking. This will combine student ability to pass and receive with different option in game play.</li> <li>Students will develop sealing, cleaning, depth support play and ability to offload before, during and after the tackle and present in conditioned gameplay.</li> <li>Students will develop knowledge of gain and defensive lines.</li> <li>Teaching and safety coaching points of all skills and know and understand the reasons for timing of key skills in open gameplay.</li> </ul>	Students in Y10 should be able to tackle and be safe in all contact situations. Develop depth of passing and support running. Scrummaging, lineout lifting will only be considered based on the experience of the group.
Trampolining	To develop sequences, front and back landing, elements of twisting and rotation and advanced skills including lineout, somersaults, where possible.	<ul style="list-style-type: none"> <li>Know all safety elements and coaching points in order to successfully lead others.</li> </ul>	<ul style="list-style-type: none"> <li>To develop basic shapes, develop body tension (isometric contraction ability), apply 10 bounce routine with elements of rotation and develop appreciation and analysis skills.</li> </ul>	Students will develop forwards and backwards rotations, leading up to front and back somersaults, where possible. These advanced moves will be able to be combined within a 10-bounce routine.

			<ul style="list-style-type: none"> <li>• Know how to present and end a routine, know the components of basic shapes and arm set/position before twisting or rotations.</li> <li>• Know the main teaching points for these physical competencies.</li> </ul>	
Netball	Students will develop a variety of centre start tactics and attacking and defensive principles. Man marking/dodging and playing out of the centre to gain distance to the post. Students may start to focus upon more attacking and defensive positions in which to specialise.	<ul style="list-style-type: none"> <li>• Students will know and understand the importance of pressing and close marking in defence.</li> <li>• In attack, the ability for quick accurate passing in front of the player to prevent the defence from setting. And understand key principles of coaching points of these principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop centre start tactics and attacking and defensive principles. Man marking/dodging and playing out of the centre to gain distance to the post.</li> <li>• Students will know and understand the importance of pressing and close marking in defence.</li> <li>• In attack, the ability for quick accurate passing in front of the player to prevent the defence from setting. And understand key principles of coaching points of these principles.</li> </ul>	To further develop positional awareness, pivoting, passing and receiving accuracy and knowledge of tactics including restarts.
Athletics	To further develop the techniques and fitness requirements to run, throw and jump through individual events at max levels (advanced starts, run ups and approaches). To develop self and peer	<ul style="list-style-type: none"> <li>• To know the coaching points of successful and advanced athletics events including run ups/preparation phases.</li> <li>• To know the rules of measuring and to use distance and time successfully as a measure of performance.</li> </ul>	<ul style="list-style-type: none"> <li>• To further develop the techniques and fitness requirements to run, throw and jump through individual events at max levels (advanced starts, run ups and approaches).</li> </ul>	Students will repeat successful movements patterns and apply greater force/speed and accuracy to technical events and learn more advanced skills including discuss/high jump Fosbury flop and run ups/slide in javelin and shot and apply autonomously in Y9.

	analysis, determination and resilience.		<ul style="list-style-type: none"> <li>• To develop self and peer analysis, determination and resilience.</li> <li>• To know the coaching points of successful and advanced athletics events including run ups/preparation phases.</li> <li>• To know the rules of measuring and to use distance and time successfully as a measure of performance.</li> </ul>	
Rounders/Cricket (group dependent)	Students will develop more advanced batting skills and the ability to hit from faster and more accurate bowlers. Placement and accuracy will also develop. Bowling and fielding skills including slip/backstop reaction catches will occur.	<ul style="list-style-type: none"> <li>• Knowledge of fitness developments and coaching points for different catch styles will be explored.</li> <li>• Positioning and standing up based on bowler speed will also be looked at.</li> <li>• Field placement by the bowler will be understood if bowler develops accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop batting skills, position/grip, foot movement.</li> <li>• To develop shot selection and develop fielding skills of catching and throwing in.</li> <li>• Students will also develop bowling skill, line/height length and speed will all be improved.</li> </ul>	Students will play in advanced game play focussed upon all elements of bowling and the link to fielding positions. Batting players will develop advanced shots in order to protect wickets and outs. Batters will be able to hit poor bowls into space to evade a fielder and score runs.
Tennis	Develop smash, volleying and serve techniques with greater pace and accuracy.	<ul style="list-style-type: none"> <li>• Know when to vary and move into the net so as to not be lobbed.</li> <li>• The knowledge of racket angles and positioning will allow students to coach and analyse and opponent more successfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop serve, forehand and back hand ground shots.</li> <li>• To develop knowledge of teaching points of grip and movement types to become successful at fore and backhand.</li> <li>• Serve analysis will allow students to coach and support others.</li> </ul>	Students will further develop ability to vary serve, volley and perform a variety of ground shots and will start to vary shot placement and power in order to outwit.
House series (competitive)	Those involved (majority) will develop and have opportunity to showcase	<ul style="list-style-type: none"> <li>• Those involved (majority) will develop sportsmanship, ethics and moral compass and fair play.</li> </ul>	<ul style="list-style-type: none"> <li>• To use the knowledge and experience gained in order to successfully complete in</li> </ul>	House events should be able to be performed at higher accuracy or performance level due to the

<p>opportunity at varying points in the calendar)</p> <ol style="list-style-type: none"> <li>1. Cross country</li> <li>2. Netball</li> <li>3. Football</li> <li>4. Rugby</li> <li>5. Cricket</li> <li>6. Trampolining (lunch 4 seeds)</li> <li>7. Badminton</li> <li>8. Rounders</li> <li>9. Athletics</li> </ol>	<p>full tactical and rules strategies to outwit opponents. All skills learned will be able to be utilised and successes and involvement celebrated.</p>	<ul style="list-style-type: none"> <li>• Appreciation of others in both success and defeat and contribute towards a team ethos of their house.</li> <li>• Competitive situations and experience of winning and losing is important if supported and self-esteem allows.</li> </ul>	<p>a house event supporting own performance and others.</p>	<p>skills being repeated in Y9 in many of the activities.</p>
<p>Club links</p>	<p>To be able to access local clubs in all sports.</p>	<ul style="list-style-type: none"> <li>• To know contact numbers and training details for all appropriate local clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with any links previously used.</li> </ul>	<p>Continue with any previous clubs.</p>