

Curriculum Intent - Netball Year 7

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

Students will be introduced to the **basic principles used in netball**. Introduce students to the equipment and courts within netball. How to set up a post in a safe and controlled manner.

SKILLS

Passing & receiving (right and left hand, chest, shoulder, bounce, overhead)- consistency and accuracy in technique

Footwork (basic netball landing, running footwork,) - conditions linked to passing and footwork to promote the skills learnt.

Shooting - where appropriate to position -technique - **Shooting workshop**- develop shooting technique and principles of shooting, link to movement and Footwork Knowledge.

Evasion - Attack and Defence (change of direction, dodging, man to man marking, marking the ball)

Attacking principles- introduce students to the importance of effective movement and space. Getting free from opponents using basic attacking movements: the spring, the single dodge and change of direction.

Defending principles - perform the 3 stages of defence. Marking player, ball and space. Delivery should include Partner work - marking, 2v3 possession play with intercepts, area drills for zonal / man to man marking.

KNOWLEDGE

Understands the **rules of competition** - scoring / violations / how to restart play. **Positions on court** - ensuring students are aware of the 7 positions and their roles on court.

Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Developing **tactical awareness** - understanding basic attacking and defensive principles

Recognises effects of **exercise on the body**, in HR, ventilation etc

Knows how to **lead an effective warm up** relevant to activity

Character Education - Collaboration [collaboration PPTs](#)

Collaboration

Within **netball** students will be given the opportunity to explore collaboration through:

- > agreeing a common goal
- > sharing information, ideas, suggestions and problems in relation to tactics, positional play and motivating others.
- > actively listen to each other and offer constructive feedback
- > willingly test and, if appropriate, adopt others' suggestions
- > agree roles and responsibilities on and off the netball court
- > recognise their own and other people's skills and strengths
- > value differences & seek to resolve or manage conflict
- > jointly celebrate success as a team and with others
- >Gaining an identity within a team

Strategies for delivery may include:

Activities should:

- > provide opportunities for learners to work together, in parts, small groups, large teams
- > provide authentic opportunities for learners to take on a range of meaningful roles
- > allow time for teams to work through and resolve failure and discord on the way.

Delivery should include:

- > facilitating learning through questioning
- > pair and group working
- > reciprocal teaching and learning
- > learner-designed and led tasks and activities.
- > guided discovery and problem-solving
- > task with longer-term goals/consequences

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Netball Year 8

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

SKILLS

Recap and develop student's awareness of **footwork, catching and passing**. Aiming for accuracy and control of footwork and passing in different positions and game situations. 2v2 3v3 progressed to half court games.

Attacking principles- learners will recap ways in which to get free from opponent, drive and dodges. Students can think about advanced movement patterns such as; footwork-turning in the air, quick catch and release, the front cut, double dodge and positional play.

Shooting technique- accurately replicate the technique for a correct shooting action under **pressure**. Use notational or video analysis to provide feedback to peers on technique and success rate. Movement and positioning then added through use of the shooting and attacking players.

Defending principles- Recap Defending skills and techniques. 3 stages of defence marking player, ball, space. Use mini games and half court games to promote learning. Students will use tactical knowledge and come up with ways to stop the opponent receiving the ball. Accurately replicate a defensive technique, intercepting blocking, ball marking without obstruction.

KNOWLEDGE

Recap Rules - scoring / violations / how to restart play. To include more advanced rules such as ..

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed in games.

Make **links across the curriculum** regarding similarities and differences between different attacking and defensive principles across invasion games

Develop an understanding of the different **components of fitness** required to be effective in different positions within the game

Character Education - Active Speaking (Communication)

Why do we want young people to do this? Why is it relevant to them?

For example, when young people have effective speaking skills they:

- > present information clearly, concisely and accurately
- > draw on examples and evidence to support their arguments
- > offer constructive feedback that is specific and accurate
- > use facial and body language to reinforce their message
- > can talk confidently to a wide range of people
- > can speak up in a variety of informal and formal situations
- > adapt their style and content to suit the audience and the message
- > use ICT and/or audio- visual technology confidently

Activities should:

- > provide opportunities for learners to present to their peers and others
- > enable learners to give feedback to others
- > provide opportunities for learners to discuss, negotiate and agree different options
- > learners adopting a command style/leading
- > reciprocal teaching and learning

Activities should:

- > provide opportunities for learners to present to their peers and others
- > enable learners to give feedback to others
- > provide opportunities for learners to discuss, negotiate and agree different options

Approaches should include:

- > questioning
- > learners adopting a command style/leading
- > reciprocal teaching and learning
- > pair and group working

Relationships should include:

- > teachers facilitating learning
- > ground rules for speaking and listening
- > a balance of teacher-learner/learner-teacher/

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Netball Year 9

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

SKILLS

To revisit **footwork, catching and passing in brief - should be embedded**. Introducing the running step on the move, landing on the outside foot to turn and release the pass with control and accuracy.

Shooting technique revisited using video and notational analysis. Focus on DS and technique. More able students can be introduced to circle rotation for GS and GA. Focus on full court game practice.

Attacking principles- students to demonstrate ways in which to get free from opponents. Dodges revisited. Drive and now clear added. Front cut introduced/ roll/ reverse pivot. Students use observation and analysis on techniques, then put into half court full court games.

Defending principles- students to revisit all defending techniques. 3 stages of defence, intercepting and blocking. Students will focus on the third stage of defending, marking a space. Eg. WD marking the top edge of the circle to prevent GA entering. Doubling up on stronger players. Zoning an area of the court not marking a player.

Observe and analyse team and individual performance through mini games, half court and full court. Evaluating opponent's strengths and weaknesses and exploiting these through effective tactics. Skills delivered through - mini 2v2/2v3 overload on attack or defence pressure/3v3/ half court/ full game including umpiring roles.

KNOWLEDGE

Recap Rules - scoring / violations / how to restart play. Students develop confidence to officiate in games.

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - Develop knowledge of the use of Set plays- revisit the importance of timing for both student and the ball to outwit opponents. Students will develop their own C pass and backline pass. Recognise similarities and differences across A&D principles across the curriculum.

Discuss **methods of training** that will develop the relevant components of fitness required to be effective in games.

Evaluating opponents strengths and weaknesses through the use of different analytical tools.

Character Education - Leadership / GCSE PE

LEADERSHIP- (See year 9 Leadership SOW for detail)

Students will -

- > Understand the skills and behaviours needed for effective leadership
- > Understand the importance of leadership skills and behaviours in a range of situations
- > Be able to manage the development of own leadership skills
- > Be able to take on the roles and responsibilities of a Sports Leader
- > Know how to plan a warm up
- > Know how to plan and lead structured, inclusive and safe sport/physical activity sessions (continued)
- > Be able to evaluate sport/physical activity sessions
- > Assist in the planning, delivery and review of an event

Activities should- All elements of the leadership skills to be delivered through netball skills.

- > provide opportunities for learners to lead to their peers
- > enable learners to give feedback to others
- > learners adopting a command style/leading
- > reciprocal teaching and learning
- > pair and group working
- > guided discovery and problem-solving

GCSE - (See GCSE SOW for detail)

Students will gain an insight into - GCSE PE topic areas linking to netball:

- > applied anatomy and physiology
 - > Movement analysis
 - > training principles and methods
 - > sports injuries
 - > skills / feedback/ practice and guidance
- Activities / delivery should include -**
- > use of applied anatomy and physiology within a warm up - ie classification of bones/structure of bones/joints/ muscular system.
 - > within a warm up the immediate effects of exercise / long term effects
 - > cardiovascular / respiratory system through positional play / games
 - > injuries with plenary discussions
 - > levers/ planes and axis through skills in practice eg - shooting technique / passing - can also link to joint movement eg flexion and extension.
 - > important health and fitness components through netball - why is eg agility / speed / coordination important?
 - > classification of skills - link to netball open/closed?
 - > use of practice and guidance why are they important - deliver skills through practice methods.

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating leadership qualities gained. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses when leading. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Tag Rugby Year 7

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

SKILLS

Passing & Receiving - To be able to perform fundamental rugby handling skills and be able to perform these in small-sided games to maintain ball possession

Attacking strategies such as the magic diamond, offering width and depth in attack to exploit gaps in the defensive line. Can perform overlapping runs to create space & miss pass

Defensive strategies such as flat line to avoid gaps in defense

Help pupils explore the decision making process in a game situation based on first 3 principles: 1st principle of play, 'GO FORWARD'; 2nd principle of play, 'SUPPORT'; 3rd principle of play, 'CONTINUITY'.

KNOWLEDGE

Understands the **rules of competition** - scoring / violations / how to restart play for violations such as knock on, forward pass

Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Developing **tactical awareness** - understanding basic attacking and defensive principles

Recognises **effects of exercise on the body**, in HR, ventilation etc

Knows how to lead an effective warm up relevant to activity.

Character Education - Innovation

Why do we want young people to do this?

Why is it relevant to them?

For example, in PE, sport and physical activity **and** in learning, work and life innovation

- > helps you to find solutions to problems
- > helps you to overcome limitations
- > opens the door to new possibilities
- > results in better or easier ways to achieve your desired outcomes
- > drives change
- > prevents boredom or stagnation; and
- > turns the seemingly impossible into the possible

Activities should:

- > provide opportunities for learners to explore a variety of options or methods
- > provide opportunities for learners to offer different responses or solutions; and
- > provide new, diverse and progressive challenges

Methods should include:

- > problem-solving
- > individual, pair and group tasks
- > learner-designed and led tasks and activities; and
- > reciprocal teaching and learning

Relationships should include:

- > teachers as facilitators of learning
- > learners working independently and interdependently with their peers; and
- > a high level of trust, so learners are empowered to take calculated risks and learning through trial and error is promoted

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Rugby Year 8

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

Character Education (Communication) Active listening (see powerpoints in the google classroom)

SKILLS

Passing & receiving - To improve the consistency, quality and choice of skills used and adapt and develop the basic skills previously learnt.

Tackling - look at the technique of tackling in isolation, then with increasing intensity. Body position P/E/R

Rucking - demonstrate the technique in isolation and also in small sided games. To implement principles surrounding rucking and adhere to the basic offside laws at the breakdown.

Attacking strategies - Adapt and develop attacking skills (the magic diamond, use of forward runners with back staying out wide. Implementing a range of tactics and strategies in attack (e.g. 3rd principle of play = continuity & offload) Developing ability to select the right skills and understanding for quick passing to maximise potential overlaps and perform a 'miss' pass.

Defensive strategies - denial of space, pressure and cover in order to regain possession, drift defence.

KNOWLEDGE

Recap Rules - scoring / violations / how to restart play. To include more advanced rules such as offside.

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed in the setting up of a zone and how to break it down.

Make links across the curriculum regarding similarities and differences between different attacking and defensive principles across invasion games

Develop an understanding of the different **components of fitness** required to be effective in different positions within the game

Why do we want young people to do this?

Why is it relevant to them?

For example, in PE, sport and physical activity **and** in learning, work and life active listening

- > supports you to gather information
- > opens you to new ideas
- > creates connections
- > lets you check that others understand your ideas and feelings
- > helps you to know what others think and feel (builds empathy)
- > enables you to value each person's contribution
- > challenges your preconceptions

Activities should:

- > provide opportunities for learners to listen and then apply their understanding
- > include input from others (teacher and peers)
- > provide opportunities for learners to offer alternative responses or solutions

Approaches should include:

- > command style
- > questioning
- > reciprocal teaching and learning
- > pair and group working
- > guided discovery
- > problem solving

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Rugby Year 9

Students will identify & develop the relevant leadership qualities that employers are looking for. Through these experiences, students should be able to recognise their own strengths and areas for improvement and identify ways in which these could be developed at KS4 within each activity and some students applying concepts of GCSE PE theory to practical.

Skills & Knowledge

SKILLS

Recap passing and receiving, tackling and rucking.

Attacking strategies to include Mauling - Adapt and develop the basic skills of mauling and to appreciate when to set up a maul or to spread play and the laws around mauling.

Scrummage - To accurately replicate the body position required for scrummaging and to be able to form a 5 man scrum and know the 3 command words to engage. (crouch-bind-set)

Line out - Develop skills for setting up a 4 man lineout, linking attacking play to the line out. Both in isolation and also within a game.

To select and apply tactics at a scrum and plan and execute set piece plays from both scrum and line-out situations.

KNOWLEDGE

Recap Rules - scoring / violations / how to restart play. To include more advanced rules such as fouls when shooting & time violations such as 2 second rule. Officiate $\frac{1}{2}$ court games.

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed in the setting up of a zone and how to break it down.

Recognise similarities and differences across A&D principles across the curriculum.

Discuss **methods of training** that will develop the relevant components of fitness required to be effective in games.

Character Education - Leadership / GCSE PE

LEADERSHIP- (See year 9 Leadership SOW for detail)

Students will -

- > Understand the skills and behaviours needed for effective leadership
- > Understand the importance of leadership skills and behaviours in a range of situations
- > Be able to manage the development of own leadership skills
- > Be able to take on the roles and responsibilities of a Sports Leader
- > Know how to plan a warm up
- > Know how to plan and lead structured, inclusive and safe sport/physical activity sessions (continued)
- > Be able to evaluate sport/physical activity sessions
- > Assist in the planning, delivery and review of an event

Activities should- All elements of the leadership skills to be delivered through Rugby skills.

- > provide opportunities for learners to lead to their peers
- > enable learners to give feedback to others
- > learners adopting a command style/leading
- > reciprocal teaching and learning

GCSE - (See GCSE SOW for detail)

Students will gain an insight into - GCSE PE topic areas linking to Rugby:

- > applied anatomy and physiology
- > Movement analysis
- > training principles and methods

Activities / delivery should include -

- > use of applied anatomy and physiology within a warm up - ie classification of bones/structure of bones/joints/ muscular system.
- > within a warm up the immediate effects of exercise / long term effects
- > cardiovascular / respiratory system through games

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating leadership qualities gained. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses when leading. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Badminton Year 7

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

SKILLS

Grip, Stance & Footwork- introduction to different grips, ready & base position, as well as introduce students to the importance of effective footwork. Pivoting, lunging & shuffling

Serves - . To introduce the students to Long & short serve (underarm and overarm serve). P/E/R . Also the rules associated with the serve.

Overhead shots- Clear shot & smash. How, when & why these are applied in games. Initially in isolation, then cooperative and eventually competitive. Look to develop power through the racket action.

Basic **attacking & defensive principles** for singles

KNOWLEDGE

Understands the **rules of competition** - scoring / violations / how to restart play

Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Developing **tactical awareness** - understanding basic attacking and defensive principles (keep shuttle low to force opponent to lift / move opponent away from base position)

Recognises effects of **exercise on the body**, in HR, ventilation etc

Knows how to **lead an effective warm up** relevant to activity.

Encourage students to appreciate that the serve is a shot that can exploit an opponent's weaknesses when used effectively. Students should be able to discuss how, when and why different types of serve should be employed.

Take part in a

ladders tournament applying the rules of competition accurately and consistently.

Reflect on progress across the unit and evidence it in your booklet.

Character Education - Self Motivation

Self Motivation PPTs

Within **badminton** students will be given the opportunity to explore self motivation through:

- > show a desire to achieve, e.g. share their aspirations, work hard
- > set themselves goals
- > pursue personal excellence by always seeking to improve their own performance irrespective of their peers' performances
- > take practical steps to improve, e.g. practise, seek advice, explore options, act on feedback
- > take the initiative
- > willingly volunteer for duties/roles
- > willingly work on their own
- > complete tasks and meet deadlines.

Strategies for delivery may include:

Activities should:

- > offer appropriate challenge that moves individuals out of their comfort zone focus on mastery and self-improvement
- > provide learners with opportunities to set personal goals and design their own challenges.

Delivery should include:

- > guided discovery
- > individual practice
- > reciprocal learning
- > learner-initiated activity
- > supported risk-taking
- > self-checking assessment.

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Badminton Year 8

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

SKILLS

Footwork- Recap both the ready position and base position and relate it to the desired movement pattern within the P/E/R of all shots.

Recap the long & short serve, and the ability to use disguise. Forehand & backhand where appropriate.

Movement off racket foot, lunging and pivoting being key characteristics.

Drop shot - P/E/R of the shot. Explore the clear, drop and smash looking at similarities and differences in the shot.

Net Play- include net kills, drops and how/why to play them. To perform different net shots on the forehand and backhand side with correct technique.

Singles tactics- To replicate triangle concept in attacking play, use of long serve.

Analysis- To use notational or video analysis in competitive singles matches to provide feedback to peers on tactical play highlighting strengths and weaknesses.

To learn how to score in singles, applying rules of service and in open play consistently and accurately. To organize and compete in a round robin or ladders tournament.

KNOWLEDGE

Recap Rules - scoring / violations / how to restart play. To include lets & service faults
Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed to move the opponent around court

Make **links across the curriculum** regarding similarities and differences between different attacking and defensive principles across invasion games

Develop an understanding of the different **components of fitness** required to be effective in games, power, agility, CV fitness.

Character Education - Integrity

Integrity PPTs

Why do we want young people to do this? Why is it relevant to them? For example, in PE, sport and physical activity and in learning, work and life integrity

- > supports you to stand up for what you believe is right, rather than following the crowd
- > gives you self-respect
- > supports you to act honestly and fairly
- > makes you trustworthy
- > earns you respect from others
- > encourages you to recognise your own - and others' values

Activities should: offer opportunities to recognise, create, test and uphold rules

- > explore fair play (beyond precise rules)
- > challenge learners to take on officiating roles

Approaches should include:

- > guided discovery
- > pair, small group and whole class work
- > learner-designed and led tasks/activities
- > post-activity analysis and discussion

Relationships should include:

- > teachers and learners agreeing how they will work together
- > pairs/groups working through conflict as well as in natural harmony. Be clear - and ensure learners are clear - what you will see or hear when they are applying the skill. For example, when young people have integrity they:
 - > respect the rules (or challenge them constructively and appropriately)
 - > respond truthfully
 - > treat others fairly
 - > set high standards for themselves and others
 - > challenge attitudes, behaviours and systems that are unfair (or with which they disagree)
 - > make connections to wider principles and values (moral, ethical and legal)

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Badminton Year 9

Students will identify & develop the relevant leadership qualities that employers are looking for. Through these experiences, students should be able to recognise their own strengths and areas for improvement and identify ways in which these could be developed at KS4 within each activity and some students applying concepts of GCSE PE theory to practical.

Skills & Knowledge

SKILLS

Doubles play- Develop knowledge and understanding of doubles play and how skills previously learnt can be applied to doubles. To learn court lines and the relevant scoring in doubles play.

Serve- Revisit the short & long serves from year 8 and how this can be applied in doubles. Positional play from serve and how you can gain control from an effective serve. Thanks

Doubles tactics- To accurately replicate both defensive and offensive formations in doubles play. To reinforce both the ready position and base position and its variation in doubles play. Look at setting up and when are where to move in relation to the shot through competition. A good link to show stance & footwork in doubles; also looking to look specifically at positions after a flick serve. To build on prior knowledge and skills regarding doubles formations with particular emphasis on switching between attack and defense.

Analytical tools - how & why we can use such tools to gather data on a performance.

KNOWLEDGE

Recap Rules - scoring / violations / how to restart play. TUnderstanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed in the setting up of a zone and how to break it down. Recognise similarities and differences across A&D principles across the curriculum. Discuss **methods of training** that will develop the relevant components of fitness required to be effective in games.

Evaluating opponents strengths and weaknesses through the use of different analytical tools.

Character Education - Leadership / GCSE PE

LEADERSHIP- (See year 9 Leadership SOW for detail)

Students will -

- > Understand the skills and behaviours needed for effective leadership
- > Understand the importance of leadership skills and behaviours in a range of situations
- > Be able to manage the development of own leadership skills
- > Be able to take on the roles and responsibilities of a Sports Leader
- > Know how to plan a warm up
- > Know how to plan and lead structured, inclusive and safe sport/physical activity sessions (continued)
- > Be able to evaluate sport/physical activity sessions
- > Assist in the planning, delivery and review of an event

Activities should- All elements of the leadership skills to be delivered through Badminton skills.

- > provide opportunities for learners to lead to their peers
- > enable learners to give feedback to others
- > learners adopting a command style/leading
- > reciprocal teaching and learning
- > pair and group working
- > guided discovery and problem-solving

GCSE - (See GCSE SOW for detail)

Students will gain an insight into - GCSE PE topic areas linking to Badminton:

- > applied anatomy and physiology
- > Movement analysis
- > training principles and methods
- > sports injuries
- > skills / feedback/ practice and guidance

Activities / delivery should include -

- > use of applied anatomy and physiology within a warm up - ie classification of bones/structure of bones/joints/ muscular system.
- > within a warm up the immediate effects of exercise / long term effects

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating leadership qualities gained. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses when leading. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Football Year 7

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

Character Education - Collaboration Collaboration PPTs

SKILLS

Passing & receiving - Introduce the instep pass (inside of the foot) P/E/R, initially in isolation under no pressure then gradually build pressure. **Cushion** the ball into space out of your feet. Explore a variety of passing methods, short and long pass, using the instep of the laces over differing distances. To understand and develop movement off the ball in order to retain possession.

Dribbling - using both the inside and outside of the foot, control the ball at speed enabling you to change direction with control. To introduce dribbling and the concept of supporting runs.

Turns - drag back, cruyff. Students master the ability to turn to change direction and speed. More able to work on both feet.

Movement off the ball - always ensure that you are in a position to receive the ball, creating bangles for the pass. Create space to ensure you have time and space when receiving the ball.

Communication - player off the ball communication/ organisation of teammates. To apply these principles into performance with accuracy, precision and control.

KNOWLEDGE

Understanding the game - diamond formation football 4v4. 1 coach on the sideline. Progress to include coach as a joker, can play anywhere.

Objective is to influence the game in half a pitch. Learn your position / role.

Understands the **rules of competition** - scoring / violations / how to restart play for double dribble & travelling / contact

Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Developing **tactical awareness** - understanding basic attacking and defensive principles

Recognises **effects of exercise on the body**, in HR, ventilation etc

Knows how to **lead an effective warm up** relevant to activity.

Collaboration

Within **Football** students will be given the opportunity to explore collaboration through:

- > agreeing a common goal
- > sharing information, ideas, suggestions and problems in relation to tactics, positional play and motivating others.
- > actively listen to each other and offer constructive feedback
- > willingly test and, if appropriate, adopt others' suggestions
- > agree roles and responsibilities on and off the netball court
- > recognise their own and other people's skills and strengths
- > value differences & seek to resolve or manage conflict
- > jointly celebrate success as a team and with others
- > Gaining an identity within a team

Strategies for delivery may include:

Activities should:

- > provide opportunities for learners to work together, in pairs, small groups, large teams
- > provide authentic opportunities for learners to take on a range of meaningful roles
- > allow time for teams to work through and resolve failure and discord on the way.

Delivery should include:

- > facilitating learning through questioning
- > pair and group working
- > reciprocal teaching and learning
- > learner-designed and led tasks and activities.
- > guided discovery and problem-solving
- > task with longer-term goals/consequences

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Football Year 8

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

SKILLS

Recap Passing & receiving - Introduce the instep pass (inside of the foot) P/E/R, Explore a variety of passing methods, short and long pass, using the instep of the laces over differing distances.

Shooting - Introduce the technique of shooting with power P/E/R. Use of the laces., shooting across the goal. Initially in isolation then build up the attack.

Attacking - To understand the importance of movement off the ball in order to retain possession. (forward runs/sitting back/ dropping deep) To explore the concept of creating space in game situations. Through the use of overlapping runs Exploring a variety of techniques to outwit opponents, creating opportunities to overload in attacking areas.

Defending - explore the technique of defending 1v1. Jockeying and delaying the attack, Build to 2v1 and 2v2. Discuss the principle of cover. To develop an understanding of defending as a unit.

KNOWLEDGE

Recap Rules - scoring / violations / how to restart play. Develop students' understanding so they can officiate both as a lineman and referee.

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed against different types of defense.

Make links across the curriculum regarding similarities and differences between different attacking and defensive principles across invasion games

Develop an understanding of the **different components of fitness** required to be effective in different positions within the game

Looking at similarities and differences of cross curricular links across a variety of sports

Character Education - Integrity

Integrity PPTs

Why do we want young people to do this? Why is it relevant to them? For example, in PE, sport and physical activity and in learning, work and life integrity

- > supports you to stand up for what you believe is right, rather than following the crowd
- > gives you self-respect
- > supports you to act honestly and fairly
- > makes you trustworthy
- > earns you respect from others
- > encourages you to recognise your own - and others' values

Activities should: offer opportunities to recognise, create, test and uphold rules

- > explore fair play (beyond precise rules)
- > challenge learners to take on officiating roles

Approaches should include:

- > guided discovery
- > pair, small group and whole class work
- > learner-designed and led tasks/activities
- > post-activity analysis and discussion

For example, when young people have integrity they:

- > respect the rules (or challenge them constructively and appropriately)
- > respond truthfully
- > treat others fairly
- > set high standards for themselves and others
- > stand up for what they believe is right
- > willingly examine their own beliefs
- > challenge attitudes, behaviours and systems that are unfair (or with which they disagree)
- > make connections to wider principles and values (moral, ethical and legal)

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Football Year 9

Students will identify & develop the relevant leadership qualities that employers are looking for. Through these experiences, students should be able to recognise their own strengths and areas for improvement and identify ways in which these could be developed at KS4 within each activity and some students applying concepts of GCSE PE theory to practical.

Skills & Knowledge

SKILLS

Passing Understand the importance of passing quickly to create gaps within defensive lines (movement of the ball to receive/penetrating a defensive line)

Attacking To further enhance understanding of possession, with the concept of playing forward (creating space). Develop attacking strategies as a team. (attacking transition/build up play)

Defending To reinforce the understanding of how to construct a defensive unit (restrict space within a defensive shape).

Understand the concept of knowing when to press high (High pressure breaks/closing down space/movement without possession of the ball)

To reinforce a team's defensive shape. (retaining compactness) 11 a side

Observe and analyse team and individual performance through mini games, 7 a side and 11 a side. Evaluating opponent's strengths and weaknesses and exploiting these through effective tactics.

KNOWLEDGE

Recap Rules - scoring / violations / how to restart play. / signals for direct indirect free kicks & offside.

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed in the setting up of a zone and how to break it down. Recognise similarities and differences across A&D principles across the curriculum.

Discuss **methods of training** that will develop the relevant components of fitness required to be effective in games.

Evaluating opponents strengths and weaknesses through the use of different analytical tools.

Character Education - Leadership / GCSE PE

LEADERSHIP- (See year 9 Leadership SOW for detail)

Students will -

- > Understand the skills and behaviours needed for effective leadership
- > Understand the importance of leadership skills and behaviours in a range of situations
- > Be able to manage the development of own leadership skills
- > Be able to take on the roles and responsibilities of a Sports Leader
- > Know how to plan a warm up
- > Know how to plan and lead structured, inclusive and safe sport/physical activity sessions (continued)
- > Be able to evaluate sport/physical activity sessions
- > Assist in the planning, delivery and review of an event

Activities should- All elements of the leadership skills to be delivered through football skills.

- > provide opportunities for learners to lead to their peers
- > enable learners to give feedback to others
- > learners adopting a command style/leading
- > pair and group working
- > guided discovery and problem-solving

GCSE - (See GCSE SOW for detail)

Students will gain an insight into - GCSE PE topic areas linking to football::

- > applied anatomy and physiology
 - > Movement analysis
 - > sports injuries
 - > skills / feedback/ practice and guidance
- Activities / delivery should include -**
- > use of applied anatomy and physiology within a warm up - ie classification of bones/structure of bones/joints/ muscular system.
 - > within a warm up the immediate effects of exercise / long term effects
 - > cardiovascular / respiratory system through positional play / games
 - > injuries with plenary discussions

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating leadership qualities gained. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses when leading. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Basketball Year 7

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

SKILLS

Passing & Receiving - chest, skip, javelin, one handed, two handed, static on the move)

Footwork & stance - triple threat, pistols, pivot, 1-2 landing & 2 foot landing, athletic stance

Shooting - Lay up, set shot.

Dribbling - dribble off both dominant and nondominant hand, attacking and defensive dribbling

KNOWLEDGE

Understands the **rules of competition** - scoring / violations / how to restart play for double dribble & travelling / contact

Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Developing **tactical awareness** - understanding basic attacking and defensive principles

Recognises **effects of exercise on the body**, in HR, ventilation etc

Knows how to **lead an effective warm up** relevant to activity.

To explore the fundamentals of basketball, looking at handling skills, including passing & receiving, dribbling in isolation and under pressure. To be able to perform these in a small sided game to maintain ball possession. To understand the need for tactical movements (cuts) to invade opponents' space. Explore footwork and highlight the importance; linked to receiving and preparing the shot / pass. (Triple threat position, pistols, pivoting) Small sided games, no dribbling to reinforce effective movement and shot preparation. $\frac{1}{2}$ ct games. To perform a basic lay-up technique appreciating the outcome necessary. $\frac{1}{2}$ court competition 3 v 3. Look at the application of the rules and the signals from the officials. Conditioned games where defence can only operate inside the key. Create an additional team that ensures each person officiates. Competition. Discuss tactics in relation to attack or defense.

Character Education - collaboration

Collaboration PPTs

Collaboration

Within **Basketball** students will be given the opportunity to explore collaboration through:

- > agreeing a common goal
- > sharing information, ideas, suggestions and problems in relation to tactics, positional play and motivating others.
- > actively listen to each other and offer constructive feedback
- > willingly test and, if appropriate, adopt others' suggestions
- > agree roles and responsibilities on and off the court
- > recognise their own and other people's skills and strengths
- > value differences & seek to resolve or manage conflict
- > jointly celebrate success as a team and with others
- > Gaining an identity within a team

Strategies for delivery may include:

Activities should:

- > provide opportunities for learners to work together, in parts, small groups, large teams
- > provide authentic opportunities for learners to take on a range of meaningful roles
- > allow time for teams to work through and resolve failure and discord on the way.

Delivery should include:

- > facilitating learning through questioning
- > pair and group working
- > reciprocal teaching and learning
- > learner-designed and led tasks and activities.
- > guided discovery and problem-solving
- > task with longer-term goals/consequences

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Basketball Year 8

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

SKILLS

Passing & Receiving (chest, skip, javelin, one handed, two handed, static on the move)

Footwork & stance - Re-cap footwork and highlight the importance; linked to receiving and preparing the shot / pass. (Triple threat position, pistols, pivoting) introduce jab step

Shooting - Fake & drive

Rebounding - attacking & defensive

Defensive play - introduce to defensive stance 1v1. Closing out as a strategy to delay the attack. 2v2 progressing to 3v3. Positional play in defence off the ball discussed. Conditioned games where defence can only operate inside the key. $\frac{1}{2}$ court competition 3 v 3.

Zone defence - discuss different formations and the S&W (2-1-2 / 1-3-1 / 3-2) Full court zone 2-2-1. Continuation of $\frac{1}{2}$ court games to include the principles of man 2 man defence as opposed to zone defence. Look at half court press and full court press. Full court zone. Find S&W in their performance.

Attacking play to involve evasion through the use of cuts when marked man to man and also how to break down a zone

KNOWLEDGE

Recap Rules - scoring / violations / how to restart play. To include more advanced rules such as fouls when shooting & time violations such as 2 second rule.

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed in the setting up of a zone and how to break it down. Make links across the curriculum regarding similarities and differences between different attacking and defensive principles across invasion games

Develop an understanding of the different **components of fitness** required to be effective in different positions within the game

Character Education - Communication Active Speaking

Why do we want young people to do this? Why is it relevant to them?

For example, in PE, sport and physical activity **and** in learning, work and life effective speaking

- > creates connections
- > lets you share your ideas and feelings
- > helps others to know what you think and feel
- > shows you are engaged and interested
- > makes you a valuable contributor
- > earns your respect
- > influences others
- > helps you to shape the outcome

Activities should:

- > provide opportunities for learners to present to their peers and others
- > enable learners to give feedback to others
- > provide opportunities for learners to discuss, negotiate and agree different options

Approaches should include:

- > questioning
- > learners adopting a command style/leading
- > reciprocal teaching and learning
- > pair and group working
- > guided discovery and problem-solving
- > use of ICT

Relationships should include:

- > teachers facilitating learning
- > ground rules for speaking and listening
- > a balance of teacher-learner/learner-teacher/learner interactions.

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Basketball Year 9

Students will identify & develop the relevant leadership qualities that employers are looking for. Through these experiences, students should be able to recognise their own strengths and areas for improvement and identify ways in which these could be developed at KS4 within each activity and some students applying concepts of GCSE PE theory to practical.

Skills & Knowledge

SKILLS

Shooting: Lay-up/set shot. To be able to outwit opponents using fake and disguise in the execution of such a skill. T

Screening - introduce the use of a screen on and off the ball to create space for yourself and others. Discuss the value of a screen and where, when and why to use it.

Strategy - Look at the England fast break and the value of it. Who goes where, practise in isolation and then employ in matches where appropriate.

Motion Offense - how to run basic attacking plays to include screening across, up or down.

Defense - Full court zone 2-2-1, aggressive defence

Analytical tools - how & why we can use such tools to gather data on a performance.

KNOWLEDGE

Recap Rules - scoring / violations / how to restart play. To include more advanced rules such as fouls when shooting & time violations such as 2 second rule. Officiate $\frac{1}{2}$ court games.

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed in the setting up of a zone and how to break it down. Recognise similarities and differences across A&D principles across the curriculum.

Discuss **methods of training** that will develop the relevant components of fitness required to be effective in games.

Evaluating opponents strengths and weaknesses through the use of different analytical tools.

Play $\frac{1}{2}$ court competition 3 v 3. Look at the application of the rules and the signals from the officials. Conditioned games where defence can only operate inside the 3 point line.

Continuation of $\frac{1}{2}$ court games to include the principles of man 2 man defence. Round robin tournament differentiating courts on ability.

Rotate teams to officiate

Character Education - Leadership / GCSE PE

LEADERSHIP- (See year 9 Leadership SOW for detail)

Students will -

- > Understand the skills and behaviours needed for effective leadership
- > Understand the importance of leadership skills and behaviours in a range of situations
- > Be able to manage the development of own leadership skills
- > Be able to take on the roles and responsibilities of a Sports Leader
- > Know how to plan a warm up
- > Know how to plan and lead structured, inclusive and safe sport/physical activity sessions (continued)
- > Be able to evaluate sport/physical activity sessions
- > Assist in the planning, delivery and review of an event

Activities should- All elements of the leadership skills to be delivered through basketball skills.

- > provide opportunities for learners to lead to their peers
- > enable learners to give feedback to others
- > learners adopting a command style/leading
- > reciprocal teaching and learning
- > pair and group working
- > guided discovery and problem-solving

GCSE - (See GCSE SOW for detail)

Students will gain an insight into - GCSE PE topic areas linking to Badminton:

- > applied anatomy and physiology
 - > Movement analysis
 - > training principles and methods
 - > sports injuries
 - > skills / feedback/ practice and guidance
- Activities / delivery should include -**
- > use of applied anatomy and physiology within a warm up - ie classification of bones/structure of bones/joints/ muscular system.
 - > within a warm up the immediate effects of exercise / long term effects
 - > cardiovascular / respiratory system through games
 - > injuries with plenary discussions
 - > levers/ planes and axis through skills in practice eg - passing/ shooting - can also link to joint movement eg flexion and extension.
 - > important health and fitness components through Basketball - why is eg agility/ speed / coordination important?
 - > classification of skills - link to Basketball open/closed?
 - > use of practice and guidance why are they important - deliver skills through practice methods.

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating leadership qualities gained. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses when leading. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Fitness Year 7

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

SKILLS

Fitness Testing and circuits

Students will understand how to measure and record resting/ working and recovery HR. Perform all of the fitness tests within an independent circuit with groups of four, recording data collected. Students will demonstrate physical and mental capacity performing at maximum levels throughout.

Boxercise

Students will be introduced to the pads and gloves and how to use the equipment safely and effectively; getting out and returning back to bags.

Students will perform the basic punches such as, jab, hook, uppercut, cross jab and implement with control, accuracy and power.

These circuits will link to components of fitness, CV, MUSCULAR STRENGTH, MUSCULAR ENDURANCE. Students will also develop leadership skills by taking on the role of a coach and leader in warm ups.

Yoga

Introduction to yoga, equipment, well-being, breathing and fitness requirements. Mental Well-being will be targeted throughout the unit. Students are introduced to the components, balance, flexibility, strength, and how precision control and fluency are linked to a successful performance.

KNOWLEDGE

Understands the **components of fitness**

Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Developing **health and fitness awareness its importance to health**

Recognises effects of **exercise on the body**, in HR, ventilation etc

Knows how to **lead an effective warm up** relevant to activity

Character Education -Resilience 1 Resilience PPTs

Within Fitness Be clear - and ensure learners are clear - what you will see or hear when they are applying the skill.

For example, when young people have resilience they:

- > manage their emotions
- > speak and act confidently
- > talk about their strengths, e.g. things they can do or are good at
- > are willing to try new challenges
- > persevere even when things are difficult
- > keep practising to improve
- > learn from errors
- > try different solutions
- > return/try again after set-backs
- > seek feedback/advice from peers
- > respond positively to feedback
- > build on prior learning
- > set realistic but stretching goals

Activities should:

- > offer appropriate challenge that moves learners out of their comfort zone
- > focus on mastery and self-improvement rather than comparative goals
- > demand continued effort and practice

Approaches should include:

- > guided discovery
- > individual practice
- > reciprocal learning
- > learner-initiated activity
- > supported risk-taking
- > self-checking assessment

Relationships should include:

- > teachers valuing each young person
- > high expectations of all
- > countering negative, defeatist language
- > recognition of each individual's progress

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Fitness (BOXING) Year 8

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

Character Education - Taking Responsibility 1 Taking Responsibility PPTs

SKILLS

Students will be introduced to the pads and gloves and how to use the equipment safely and effectively; **Boxing Skills covered** include: stance and guard / jab / rear hand punch / upper cut / hook / attack and defence

Boxing Testing: Quick Strike (no. of punches using crash mat in 30s) / Speed punch (throw ball up just above head and punch under the ball then catch) / Hand grip test / agility test on ladders or using cones / sit up test for core strength and end / push up test / medicine ball throw.

Boxing Fitness Circuit: after tests which test (component of fitness was weakest) design circuits to focus on this area.

Students will perform the basic punches such as, jab, hook, uppercut, backhand and implement with control, accuracy and power. To accurately replicate basic punching technique and combine a range of sequenced skills and tasks to raise heart rate. Students will take part in boxing sessions designed by the teacher to link and apply knowledge and understanding. These sessions will link to components of fitness, CV, MUSCULAR STRENGTH, MUSCULAR ENDURANCE. Students will also work on their physical and mental capacity through the circuits through perseverance.

KNOWLEDGE

Understands the **rules** - safety / how to punch safely & how to hold pads to receive punch safely / non contact in lessons

Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Developing **tactical awareness** - understanding basic attacking and defensive principles (Apply an attack and defend policy when punching- one hand hit the punch bag and the other protects the face and vice versa / Breathe out when you punch so as to maximise the power you have / Hit the punch bag with knuckles- squeeze finger into hand and thumb over fingers.

Recognises effects of **exercise on the body**, in HR, ventilation etc

Knows how to **lead an effective warm up** relevant to activity.

Within Fitness Be clear - and ensure learners are clear - what you will see or hear when they are applying the skill.

For example, when young people take responsibility they:

- > show self-control in their actions and words
- > reflect on their actions, attitudes and behaviours and recognise how they impact on:
 - > themselves
 - > others
 - > the overall outcomes
- > readily volunteer constructive feedback on themselves and others
- > explain or show how to change their actions, attitudes and behaviours to create a different outcome
- > take alternative actions to pre-empt or avoid repetition or negative outcomes

Activities should:

- > offer opportunities to agree ground rules e.g. agree expectations and consequences
- > provide authentic opportunities to take on a range of meaningful roles
- > recognise learners' different contributions

Approaches should include:

- > guided discovery
- > individual and group working
- > problem-solving e.g. plan-do-review
- > learner-designed and led tasks and activities
- > reciprocal teaching and learning

Relationships should include:

- > teachers and learners jointly agreeing expectations and safety rules
- > a shift to greater independence and peer inter-dependence for learners

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Fitness Year 9

Students will identify & develop the relevant leadership qualities that employers are looking for. Through these experiences, students should be able to recognise their own strengths and areas for improvement and identify ways in which these could be developed at KS4 within each activity and some students applying concepts of GCSE PE theory to practical.

Skills & Knowledge

SKILLS

Warm up & cool down

Students should be taught how to warm up and cool down effectively. 3 stages discussed and applied. Muscles identified and tested. Students should understand the reasons why we warm up & cool down and the effects they have on the body.

Fitness Testing

Students will understand how to measure and record resting/ working and recovery HR. Students will perform over two lessons specific fitness tests that identify different components and record data collected. Test include the IYoYo Test / 12 min Cooper run , Inside the 12 min run, agility run / standing broad jump , sit & reach, plank test / Hand grip test, Peak flow test, Stork test / Sargent Jump, Ruler drop test / 20m sprint, Standing broad jump Develop an understanding as to why fitness tests are performed and the impact these tests can have on progress.

Methods of Training.

Different MOT will be introduced to link to the component outlined. Continuous training, interval training and circuit training will be experienced. Students need to know which MOT link to the component of fitness. How to manipulate training through the application of PO / specificity & FITT. Students should be able to record RHR / WGR and recovery rate making comparisons across MOT. Students to compare data to previous years and set future goals based on past performance

Yoga

Introduce students to the value of yoga. look at breathing techniques as well as posture. Students to replicate form of poses and then link these to create routines. To be able to create a set routine uses poses learnt and perform with control precision and fluency. Link all components and use the key terms with muscle groups learnt when analysis peers performances.

Boxing

Students recap boxing techniques / safety / fitness tests and circuits.

KNOWLEDGE

Recap fitness components - effects of exercise

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Discuss **methods of training** that will develop the relevant components of fitness required within a variety of sporting activities

Evaluating opponents strengths and weaknesses through the use of different analytical tools.

Character Education - Leadership / GCSE PE

LEADERSHIP- (See year 9 Leadership SOW for detail)

Students will -

- > Understand the skills and behaviours needed for effective leadership
- > Understand the importance of leadership skills and behaviours in a range of situations
- > Be able to manage the development of own leadership skills
- > Be able to take on the roles and responsibilities of a Sports Leader
- > Know how to plan a warm up
- > Know how to plan and lead structured, inclusive and safe sport/physical activity sessions (continued)
- > Be able to evaluate sport/physical activity sessions
- > Assist in the planning, delivery and review of an event

Activities should- All elements of the leadership skills to be delivered through Fitness areas:

- > provide opportunities for learners to lead to their peers
- > enable learners to give feedback to others
- > learners adopting a command style/leading
- > reciprocal teaching and learning
- > pair and group working
- > guided discovery and problem-solving

GCSE - (See GCSE SOW for detail)

Students will gain an insight into - GCSE PE topic areas linking to Fitness:

- > applied anatomy and physiology
 - > Movement analysis
 - > training principles and methods
 - > sports injuries
 - > skills / feedback/ practice and guidance
- Activities / delivery should include -
- > use of applied anatomy and physiology within a warm up - ie classification of bones/structure of bones/joints/ muscular system.
 - > within a warm up the immediate effects of exercise / long term effects
 - > cardiovascular / respiratory system
 - > injuries with plenary discussions
 - > levers/ planes and axis through skills in practice eg - circuit training - can also link to joint movement eg flexion and extension.
 - > important health and fitness components through Training - eg circuit/ interval
 - > classification of skills - link to fitness open/closed?
 - > use of practice and guidance why are they important - deliver skills through practice methods.

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating leadership qualities gained. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses when leading. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Hockey Year 8

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

SKILLS

Recap and develop a student's **dribbling** ability. Focus on task mastery, students will have the basic knowledge and understanding of dribbling so will be able to focus on learning the correct skill for Indian dribble. Students will be aiming for accuracy and control of ball and developing this in different positions and game situations. 2v2 3v3 progressed to half pitch games.

Passing on the move- Students will be able to identify that they can use a range of passes depending on position or game situation. Provide students with a demonstration of the slap hit and basic drills for pupils to practice the pass using power and accuracy. Students will focus on passing on the move and moving into space to receive another pass.

Shooting- Students will be introduced to the technique for shooting, Students will focus on replicating the technique and shooting under pressure via competitive situations.

Attacking principles (Penalty Corner) - Students have gained a basic understanding of attacking principles such as creating space and maintaining possession which can be recapped to check their understanding, perform and evaluate their set play.

Defending- Students have gained basic understanding of defending within hockey which can be recapped. Students will now be able to develop their defending skills by focusing on shadowing and channelling by using basic drills and can be progressed onto half court games focusing on the defending team.

Analysis of performance lesson. Understand what notational analysis is and how this would help improve performance. Students will take on various roles within the lesson observer, official performer.

KNOWLEDGE

Recap Rules - scoring / violations / how to restart play. To include more advance rules Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed

Knows how to **lead an effective warm up and cool down** relevant to activity.

Looking at similarities and differences of cross curricular links across a variety of sports

Character Education - Taking Responsibility

In Hockey -

Be clear - and ensure learners are clear - what you will see or hear when they are applying the skill.

For example, when young people take responsibility they:

- > show self-control in their actions and words
- > reflect on their actions, attitudes and behaviours and recognise how they impact on: themselves / others / the overall outcomes/ readily volunteer constructive feedback on themselves and others explain or show how to change their actions, attitudes and behaviours to create a different outcome
- > take alternative actions to pre-empt or avoid repetition or negative outcomes

Activities should: offer opportunities to agree ground rules e.g. agree expectations and consequences / provide authentic opportunities to take on a range of meaningful roles / recognise learners' different contributions

Approaches should include: guided discovery / individual and group working / problem-solving e.g. plan-do-review / learner-designed and led tasks and activities / reciprocal teaching and learning

Relationships should include:

teachers and learners jointly agreeing expectations and safety rules

- > a shift to greater independence and peer inter-dependence for learners

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Tennis Year 7

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

SKILLS

Grip, Stance & Footwork- introduction to different grips and the base stance, as well as introduce students to the importance of effective footwork

Serve - Punch & Overarm. To introduce the students to rules associated with the serve. To introduce 2 basic types

Ground Strokes - Forehand. Introduction to the fundamentals of the forehand shot P/E/R. Encourage students to appreciate that the serve is a shot that can exploit an opponent's weaknesses when used effectively. Students should be able to discuss how, when and why different types of serve should be employed, cross court or central.

Take part in a ladders tournament applying the rules of competition accurately and consistently. Reflect on progress across the unit and evidence it in your booklet.

KNOWLEDGE

Understands the rules of competition - scoring / violations / how to restart play

Understands the Perfect model to assist in identifying strengths and areas of improvement in own and others work

Developing tactical awareness - understanding basic attacking and defensive principles

Recognises effects of exercise on the body, in HR, ventilation etc

Knows how to lead an effective warm up relevant to activity.

Character Education - Innovation

Why is it relevant to them?

For example, in PE, sport and physical activity **and** in learning, work and life innovation

- > helps you to find solutions to problems
- > helps you to overcome limitations
- > opens the door to new possibilities
- > results in better or easier ways to achieve your desired outcomes
- > drives change
- > prevents boredom or stagnation; and
- > turns the seemingly impossible into the possible

Activities should:

- > provide opportunities for learners to explore a variety of options or methods
- > provide opportunities for learners to offer different responses or solutions; and
- > provide new, diverse and progressive challenges

Methods should include:

- > problem-solving
- > individual, pair and group tasks
- > learner-designed and led tasks and activities; and
- > reciprocal teaching and learning

Relationships should include:

- > teachers as facilitators of learning
- > learners working independently and interdependently with their peers: and
- > a high level of trust, so learners are empowered to take calculated risks and learning through trial and error is promoted

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Tennis Year 8

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport..

Skills & Knowledge

SKILLS

Footwork- Reinforce footwork, split steps, shuffle and play off front or back foot.

Ground strokes - To be able to demonstrate & use forehand, and backhand for more able, in a rally. Develop an understanding of angled shots on both fore/backhand in straight and diagonal $\frac{1}{2}$ court games. To develop consistency and accuracy across ground strokes looking to impart spin and slice where appropriate.

Volley - To develop an understanding of the different techniques required to volley effectively in tennis (stop volley and half volley). To demonstrate some consistency and accuracy in the techniques on both the forehand and backhand. How, when and why a volley would be appropriate.

Competition in the form of a ladder tournament. Modified rules where appropriate dependent upon ability. Focus on leadership and officiating. 6 to a court, round robin format.

KNOWLEDGE

Recap Rules - scoring / violations / how to restart play. To include more advance rules such as tie break, second serve, foot fault

Understanding of the Perfect model to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed

Knows how to lead an effective warm up and cool down relevant to activity.

Looking at similarities and differences of cross curricular links across a variety of sports

Character Motivating Others

Why is it relevant to them?

For example, In PE, sport and physical activity **and** in learning, work and life motivating and influencing others

- >inspires people to get involved
- > wins you allies and helpers, gets the task done , helps you to get the outcomes you want
- > brings you support, shares the workload, creates fellow messengers to help you spread the word
- > creates potential for long-term and fundamental chang

Activities should:

- > provide opportunities for young people to design and lead activities
- > offer learners choices (as leaders and participants)
- > open doors to additional or longer-term opportunities

Approaches should include:

- > learner-initiated and led tasks/activities
- > group working, in small and large groups
- > guided discovery and problem-solving
- > providing different options/pathways

Relationships should include:

- > teachers consulting with learners
- > learners working interdependently
- > learners being enabled to lead in core PE
- > scope for spontaneity e.g. teachers willing to relinquish control

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Tennis Year 9

Students will identify & develop the relevant leadership qualities that employers are looking for. Through these experiences, students should be able to recognise their own strengths and areas for improvement and identify ways in which these could be developed at KS4 within each activity and some students applying concepts of GCSE PE theory to practical.

Skills & Knowledge

SKILLS

Ground Strokes

Recap ground strokes on both FH & BH with the focus on depth, accuracy and consistency.

Use serve as a tactic to exploit potential backhand weakness.

Analysis

Evaluate own and other students performances, demonstrating effective analytical skills,

Tactical

Develop an understanding of doubles play and how skills previously learnt can be applied to doubles.

To understand the different positional play required in both attack & defense.

To devise tactics to outwit opponents for successful performance.

To officiate and compete in a variety of competitive formats in both doubles and singles.

KNOWLEDGE

Recap Rules - scoring / violations / how to restart play. To include more advanced rules such as serving fouls and code violation

Understanding of the Perfect model to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - know how and why different attacking and defensive principles are employed

Lead peers in an effective and relevant warm up

Character Education - Leadership / GCSE PE

LEADERSHIP- (See year 9 Leadership SOW for detail)

Students will -

- > Understand the skills and behaviours needed for effective leadership
- > Understand the importance of leadership skills and behaviours in a range of situations
- > Be able to manage the development of own leadership skills
- > Be able to take on the roles and responsibilities of a Sports Leader
- > Know how to plan a warm up , Know how to plan and lead structured, inclusive and safe sport/physical activity sessions (continued), Be able to evaluate sport/physical activity sessions
- > Assist in the planning, delivery and review of an event

Activities should- All elements of the leadership skills to be delivered through Badminton skills.

- > provide opportunities for learners to lead to their peers
- > enable learners to give feedback to others
- > learners adopting a command style/leading
- > reciprocal teaching and learning
- > pair and group working

GCSE - (See GCSE SOW for detail)

Students will gain an insight into - GCSE PE topic areas linking to Badminton:

- > applied anatomy and physiology
- > Movement analysis
- > training principles and methods
- > sports injuries

Activities / delivery should include -

- > use of applied anatomy and physiology within a warm up - ie classification of bones/structure of bones/joints/ muscular system.
- > within a warm up the immediate effects of exercise / long term effects
- > cardiovascular / respiratory system through singles/doubles play / games
- > injuries with plenary discussions

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating leadership qualities gained. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses when leading. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Athletics Year 7

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

SKILLS

Introduce basic running style (sprints v middle distance)

To be able to perform the basic technique for an effective sprint race and the three stages of a sprint start technique (take your marks - set - go) and peer assess performance.

To be able to use a stopwatch and time peers' races

To be able to use a measuring tape to record distance thrown or jumped

To perform basic techniques for shot put, javelin, long jump and high jump

To evaluate performance of self and others and suggest ways technique may be improved.

KNOWLEDGE

Understands the **rules of competition** - safety / disqualifications due false start, foul throw etc)

Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Developing **tactical awareness** - understanding basic tactics in track events

Recognises effects of **exercise on the body**, in HR, ventilation etc

Knows how to **lead an effective warm up** relevant to activity

Character Education - Resilience 2

Activities should:

- > offer appropriate challenge that moves learners out of their comfort zone
- > focus on mastery and self-improvement rather than comparative goals
- > demand continued effort and practice

Approaches should include:

- > guided discovery
- > individual practice
- > reciprocal learning
- > learner-initiated activity
- > supported risk-taking
- > self-checking assessment

Relationships should include:

- > teachers valuing each young person
- > high expectations of all
- > countering negative, defeatist language
- > recognition of each individual's progress

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Athletics Year 8

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

SKILLS

Introduce more advanced technique for running styles (sprints v middle distance)

To recap and perform the technique for an effective sprint race and sprint start technique (take your marks - set - go) and peer assess performance.

To perform relay change over with advanced techniques.

To be able to use a measuring tape to record distance thrown or jumped
To perform advanced techniques for shot put, javelin, discus, long jump and high jump & triple jump.

To evaluate performance of self and others and suggest ways technique may be improved.

KNOWLEDGE

Understands the **rules of competition** - safety / disqualifications due false start, foul throw, running out of lane etc)

Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Developing **tactical awareness** - understanding basic tactics in track events

Recognises effects of **exercise on the body**, in HR, ventilation etc

Knows how to **lead an effective warm up** relevant to activity

Character Education - Taking Responsibility 2

Activities should: offer opportunities to agree ground rules e.g. agree expectations and consequences / provide authentic opportunities to take on a range of meaningful roles / recognise learners' different contributions

Approaches should include: guided discovery / individual and group working / problem-solving e.g. plan-do-review / learner-designed and led tasks and activities / reciprocal teaching and learning

Relationships should include:

teachers and learners jointly agreeing expectations and safety rules

> a shift to greater independence and peer inter-dependence for learners

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Athletics Year 9

Students will identify & develop the relevant leadership qualities that employers are looking for. Through these experiences, students should be able to recognise their own strengths and areas for improvement and identify ways in which these could be developed at KS4 within each activity and some students applying concepts of GCSE PE theory to practical.

Skills & Knowledge

SKILLS

Can perform and replicate skills to a higher level showing the ability to refine techniques and strategies to a range of situations. Replication of these core skills are consistent even as a result of fatigue.

To be able to demonstrate change in technique in the different phases of a race and why they are used.

To record distance achieved in relation to previous best.

Pupil will develop advanced athletic skills and accurately replicate techniques to achieve an outcome. Pupils will further develop the skills of sprinting, sustained running, jumping and throwing using advance tactics to improve scores. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event.

KNOWLEDGE

Recap Rules - timekeeping / foul throws / no jumps / no throws.

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different tactics might be used in a middle distance race / relay race with regards to change overs and who runs which legs of the relay.

Discuss **methods of training** that will develop the relevant components of fitness required to be effective in track / field athletics.

Evaluating opponents strengths and weaknesses through the use of different analytical tools.

Character Education - Leadership / GCSE PE

LEADERSHIP- (See year 9 Leadership SOW for detail)

Students will -

> Understand the skills and behaviours needed for effective leadership > Understand the importance of leadership skills and behaviours in a range of situations > Be able to manage the development of own leadership skills > Be able to take on the roles and responsibilities of a Sports Leader

> Know how to plan a warm up

> Know how to plan and lead structured, inclusive and safe sport/physical activity sessions (continued)

> Be able to evaluate sport/physical activity sessions

> Assist in the planning, delivery and review of an event

Activities should- All elements of the leadership skills to be delivered through Athletics skills.

> provide opportunities for learners to lead to their peers

> enable learners to give feedback to others > learners adopting a command style/leading

> reciprocal teaching and learning > pair and group working

> guided discovery and problem-solving

GCSE - (See GCSE SOW for detail)

Students will gain an insight into - GCSE PE topic areas linking to Athletics:

> applied anatomy and physiology > Movement analysis

> training principles and methods > sports injuries > skills / feedback/ practice and guidance

Activities / delivery should include -

> use of applied anatomy and physiology within a warm up - ie classification of bones/structure of bones/joints/ muscular system.

> within a warm up the immediate effects of exercise / long term effects

> cardiovascular / respiratory system through track events

> injuries with plenary discussions

> levers/ planes and axis through skills in practice eg - Throws/Jumps - can also link to joint movement eg flexion and extension.

> important health and fitness components through Athletics - why is eg agility/ speed / coordination important?

> classification of skills - link to Athletics open/closed?

> use of practice and guidance why are they important - deliver skills through practice methods.

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating leadership qualities gained. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses when leading. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Cricket Year 7

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

Character Education - Self Motivation Self Motivation PPTs

SKILLS

To accurately replicate the basic batting grip, stance and backlift for effective batting shot in relation to front and back foot shots.

To develop the precision, control and fluency of the basic bowling technique and to understand the terminology of different type of deliveries (e.g. length, Yorker, short) & the laws associated with them.

To improve fielding techniques through use of both underarm and over arm throws depending on competitive situation. To accurately replicate the long barrier technique.

To begin to outwit batting opponents with the placement of fielders.

KNOWLEDGE

Understands the **rules of competition** - scoring / ways to be out when batting
Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work (e.g. batting stance / bowling action)

Developing **tactical awareness** - understanding basic attacking and defensive principles when batting / Begin to think about outwitting opponents either as fielder or batter (e.g. fielding placement, placement of the ball as batter)

Recognises **effects of exercise on the body**, in HR, ventilation etc

Knows how to lead an effective warm up relevant to activity.

Activities should:

- > offer appropriate challenge that moves individuals out of their comfort zone focus on mastery and self-improvement
- > provide learners with opportunities to set personal goals and design their own challenges.

Approaches should include:

- > guided discovery
- > individual practice
- > reciprocal learning
- > learner-initiated activity
- > supported risk-taking
- > self-checking assessment.

Relationships should include:

- > supporting learners to identify and set personal goals – in and beyond lessons
- > fostering firm foundations/high aspirations
- > recognition of each individual's progress.

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Cricket Year 8

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

Character Education - Motivating others Motivation PPTs

SKILLS

To use & perform a range of close fielding techniques, including two hand and one handed pick up and to make accurate decisions about outwitting opponents with regards to close in fielding. (e.g. throw at wicket, throw to wicket keeper or run with ball).

To replicate the correct pull shot technique and to attempt to use the pull shot in a competitive environment. To further develop the ability to adjust shot direction in order to outwit fielders.

To be able to accurately replicate full over arm bowling technique and to incorporate a small run up & understand the impact it has on bowling speed/power. To understand the differences between quick/spin bowling

To replicate and perform basic wicket keeping stance + catching in order to outwit batsmen.

KNOWLEDGE

Recap Rules - scoring / ways to be out when batting / basic umpire signals
Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles. To have some knowledge of fielding positions and correct terminology and be able to set appropriate fielding positions to outwit batsmen.

Develop an understanding of the different **components of fitness** required to be effective in different positions within the game

Activities should:

- > provide opportunities for young people to design and lead activities
- > offer learners choices (as leaders and participants)
- > open doors to additional or longer-term opportunities

Approaches should include:

- > learner-initiated and led tasks/activities
- > group working, in small and large groups
- > guided discovery and problem-solving
- > providing different options/pathways

Relationships should include:

- > teachers consulting with learners
- > learners working interdependently
- > learners being enabled to lead in core PE
- > scope for spontaneity e.g. teachers willing to relinquish

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Cricket Year 9

Students will identify & develop the relevant leadership qualities that employers are looking for. Through these experiences, students should be able to recognise their own strengths and areas for improvement and identify ways in which these could be developed at KS4 within each activity and some students applying concepts of GCSE PE theory to practical.

Skills & Knowledge

SKILLS

To make accurate decision about outwitting opponents as batsmen or fielders.
 To accurately replicate a full range fielding techniques in response to a competitive environment.
 To perform a batting sweep shot / Lofted drive in addition to previously learned shots and to develop the knowledge of movement and timing needed to produce an effective batting execution.
 To be able to alter the position of fielders dependent on the strengths and weaknesses of the batsman.

KNOWLEDGE

Recap Rules - scoring / ways to be out when batting / more umpire signals
 Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work
Tactical awareness - able to discuss how and why different attacking and defensive principles. To have some knowledge of fielding positions and correct terminology and be able to set appropriate fielding positions to outwit batsmen.
 To use 'wagon wheel' tool to analyse shot selection. To demonstrate knowledge and understanding of use of wagon wheel when giving feedback to peers.
 Discuss **methods of training** that will develop the relevant components of fitness required to be effective in games.

Character Education - Leadership / GCSE PE

LEADERSHIP- (See year 9 Leadership SOW for detail)

Students will -
 > Understand the skills and behaviours needed for effective leadership
 > Understand the importance of leadership skills and behaviours in a range of situations
 > Be able to manage the development of own leadership skills
 > Be able to take on the roles and responsibilities of a Sports Leader > Know how to plan a warm up
 > Know how to plan and lead structured, inclusive and safe sport/physical activity sessions (continued)
 > Be able to evaluate sport/physical activity sessions
 > Assist in the planning, delivery and review of an event
Activities should- All elements of the leadership skills to be delivered through Badminton skills.
 > provide opportunities for learners to lead to their peers > enable learners to give feedback to others
 > learners adopting a command style/leading > reciprocal teaching and learning
 > pair and group working > guided discovery and problem-solving

GCSE - (See GCSE SOW for detail)

Students will gain an insight into - GCSE PE topic areas linking to Badminton:
 > applied anatomy and physiology > Movement analysis > training principles and methods
 > sports injuries > skills / feedback/ practice and guidance
Activities / delivery should include -
 > use of applied anatomy and physiology within a warm up - ie classification of bones/structure of bones/joints/ muscular system.
 > within a warm up the immediate effects of exercise / long term effects
 > cardiovascular / respiratory system through singles/doubles play / games
 > injuries with plenary discussions
 > levers/ planes and axis through skills in practice eg - serve techniques - can also link to joint movement eg flexion and extension.
 > important health and fitness components through Badminton - why is eg agility/ speed / coordination important?
 > classification of skills - link to Badminton open/closed?
 > use of practice and guidance why are they important - deliver skills through practice methods.

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating leadership qualities gained. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses when leading. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Rounders Year 7

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

SKILLS

To develop understanding of laws / terminology of rounders & tactics (runs / markings / how to get batsman out).

Begin to think about outwitting opponents either as fielder or batter (e.g fielding placement, placement of the ball as batter)

To accurately replicate the basic batting grip, stance and backlift and to understand the importance of movement, timing and preparation for an effective batting shot in relation to front and back foot shots.

To develop the knowledge and understanding of when to play front or back foot shots.

To develop the precision, control and fluency of the basic bowling technique and to understand the terminology of different type of deliveries & the laws associated with them. (no balls)

To improve knowledge and understanding of fielding techniques through use of both underarm and over arm throws depending on competitive situation. To accurately replicate the long barrier technique.

To begin to outwit batting opponents with the placement of fielders.

To analyse peers batting / bowling / fielding technique & suggest ways to improve.

KNOWLEDGE

Basic understanding of the rules is developing well. Recognises when no balls are evident. Can score accurately.

Can use the correct batting stance when preparing to hit the ball. Demonstrates control over ball placement.

Performs a variety of throwing and catching techniques with control. (eg underarm/ overarm/ high / low balls)

Character Education - Evaluation 2

For example, when young people evaluate effectively they:

- > observe and/or listen attentively
- > take time to reflect
- > ask open (reflective or interpretive) questions
- > recognise strengths and weaknesses;
- > make comparisons
- > identify why something is/was effective or not (analyse)
- > review progress against goals
- > set and review against success criteria;
- > use data/evidence to inform their judgments (including feedback)
- > suggest improvements; and
- > focus on positives as well as areas for improvement

Activities should:

- > provide opportunities for learners to experiment and compare different options
- > provide time for learners to reflect on their choices or progress; and
- > provide opportunities for learners to apply their learning

Methods should include:

- > problem-solving, i.e. plan-do-review
- > reciprocal teaching and learning
- > individual, pair and group tasks; and
- > self-and peer-evaluation, including with ICT.

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Rounders Year 8

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

SKILLS

To use & perform a range of close fielding techniques, including two hand and one handed pick up and to make accurate decisions about outwitting opponents with regards to close in fielding. (e.g. throw at bases, throw to back stop or run with ball).

To understand & accurately replicate the correct back hand shot technique and to attempt to place the shot in a competitive environment. To further develop the ability to adjust shot direction in order to outwit fielders.

To be able to accurately replicate different bowling techniques and to incorporate a small run up & understand the impact it has on bowling speed/power. To understand the how spin can affect trajectory or control for the batsman.

To demonstrate a knowledge of the backstops role. To replicate and perform basic stance + catching in order to outwit batsmen.

To understand the need for communication skills and appropriate batting calls. To understand who makes the decision to run.

To have some knowledge of fielding positions and correct terminology and be able to set appropriate fielding positions to outwit batsmen.

KNOWLEDGE

Looking at similarities and differences of cross curricular links across a variety of sports

Character Education - Empathy 2

For example, when young people have empathy they:

- > can see things from different perspectives
- > actively listen to others
- > recognise other people's motives or rationale for doing/saying something
- > recognise - and often pre-empt - others' support needs
- > evaluate actions or outcomes rather than judging people (e.g. "you said or did..." rather than "you are ...")
- > include everyone
- > accept and value differences
- > put other people's needs before their own (when appropriate).

Activities should:

- > provide opportunities for learners to listen to each other's ideas and feelings
- > challenge learners to see things from different perspectives
- > include and value everyone's contribution
- > be co-operative activities/shared challenges

Approaches should include:

- > questioning
- > pair and group working
- > reciprocal teaching and learning
- > guided discovery and problem-solving
- > learners-initiated tasks

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

Curriculum Intent - Rounders Year 9

Students will identify & develop the relevant leadership qualities that employers are looking for. Through these experiences, students should be able to recognise their own strengths and areas for improvement and identify ways in which these could be developed at KS4 within each activity and some students applying concepts of GCSE PE theory to practical.

Skills & Knowledge

Character Education - Leadership / GCSE PE

SKILLS

KNOWLEDGE

LEADERSHIP- (See year 9 Leadership SOW for detail)

Students will -

- > Understand the skills and behaviours needed for effective leadership
- > Understand the importance of leadership skills and behaviours in a range of situations
- > Be able to manage the development of own leadership skills
- > Be able to take on the roles and responsibilities of a Sports Leader
- > Know how to plan a warm up
- > Know how to plan and lead structured, inclusive and safe sport/physical activity sessions (continued)
- > Be able to evaluate sport/physical activity sessions
- > Assist in the planning, delivery and review of an event

Activities should- All elements of the leadership skills to be delivered through Rounders skills.

- > provide opportunities for learners to lead to their peers
- > enable learners to give feedback to others
- > learners adopting a command style/leading
- > reciprocal teaching and learning
- > pair and group working
- > guided discovery and problem-solving

GCSE - (See GCSE SOW for detail)

Students will gain an insight into - GCSE PE topic areas linking to Rounders:

- > applied anatomy and physiology
- > Movement analysis
- > training principles and methods
- > sports injuries
- > skills / feedback/ practice and guidance

Activities / delivery should include -

- > use of applied anatomy and physiology within a warm up - ie classification of bones/structure of bones/joints/ muscular system.
- > within a warm up the immediate effects of exercise / long term effects
- > cardiovascular / respiratory system through positional play / games
- > injuries with plenary discussions
- > levers/ planes and axis through skills in practice eg - batting technique / throwing - can also link to joint movement eg flexion and extension.
- > important health and fitness components through rounders - why is eg speed / coordination important?
- > classification of skills - link to rounders open/closed?
- > use of practice and guidance why are they important - deliver skills through practice methods.

SMSC / CITIZENSHIP / Literacy

Student's communication should improve through demonstrating leadership qualities gained. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses when leading. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values.

