

Subject: P.E

Year 7: Year Overview



Unit of Learning	Football	Netball	Hockey	Rugby	Handball	Gymnastics (Girls)	Fitness
Skills	<p>Basic skills</p> <ul style="list-style-type: none"> • Passing • Receiving • Dribbling • Shooting • Defending • Attacking • Outwitting opponent • Leadership 	<p>Basic skills</p> <ul style="list-style-type: none"> • Passing • Footwork • Obstruction/cont act • Defending • Attacking • Positions • Outwitting opponent • Leadership 	<p>Basic skills</p> <ul style="list-style-type: none"> • Grip • Dribbling • Passing • Receiving • Dribbling • Shooting • Attacking • Defending • Outwitting opponent • Leadership 	<p>Basic skills</p> <ul style="list-style-type: none"> • Handling • Carrying • Passing • Receiving • Tackling • Outwitting opponent • Attacking • Defending • Kicking • Leadership 	<p>Basic skills</p> <ul style="list-style-type: none"> • Passing • Receiving • Dribbling • Shooting • Attacking • Defending • Outwitting opponent • Leadership 	<p>Basic skills</p> <ul style="list-style-type: none"> • Locomotion • Rolls • Putting weight on hands • Rotation • Basic flight • Balances • Leadership • Routines 	<p>Basic skills</p> <ul style="list-style-type: none"> • Fitness Tests • Training Methods • Components of Fitness • FITTA
Knowledge	<p>Practical</p> <p>Identify correct ways to pass, receive, dribble and shoot the ball in Football.</p> <p>When to select the right type of pass, shot and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p>	<p>Practical</p> <p>Identify correct ways to pass, receive, and use footwork and the use of obstruction in Netball.</p> <p>When to select the right type of pass and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Identify benefits of warming up and cooling down</i></p>	<p>Practical</p> <p>Identify correct ways to pass, receive, grip the stick, dribble and shoot in Hockey.</p> <p>When to select the right type of pass/shot and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Identify benefits of warming up and cooling down</i></p>	<p>Practical</p> <p>Identify correct ways to pass, receive, carry the ball and kick the ball in Rugby.</p> <p>When to select the right type of pass, kick, run and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Identify benefits of warming up and cooling down</i></p>	<p>Practical</p> <p>Identify correct ways to pass, receive, dribble and shoot the ball in Handball.</p> <p>When to select the right type of pass, shot and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Identify benefits of warming up and cooling down</i></p>	<p>Practical</p> <p>Identify ways to move around the space. How to apply weight to hands.</p> <p>How to apply aesthetics, body tension, extension, flow and stillness.</p> <p>Theory</p> <p><i>Identify benefits of warming up and cooling down</i> <i>Names and locations of muscles and bones</i> <i>Identify short term effects of exercise</i></p>	<p>Practical</p> <p>Identify fitness tests and carry them out correctly.</p> <p>Perform different training methods with success.</p> <p>Identify components of fitness and which test, method and sport they link to.</p> <p>Understand the term FITTA and apply it to practical sessions.</p>

	<i>Identify benefits of warming up and cooling down Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship</i>	<i>Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship</i>	<i>Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship</i>	<i>Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship</i>	<i>Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship</i>	<i>Understand sportsmanship and gamesmanship</i>	Know what healthy active life-styles are and why they are important. Theory <i>Identify benefits of warming up and cooling down Names and locations of muscles and bones Identify short-term effects of exercise. Understand sportsmanship and gamesmanship</i>
Assessment	Self-assessment Peer assessment Teacher assessment (every half term)	Self-assessment Peer assessment Teacher assessment (every half term)	Self-assessment Peer assessment Teacher assessment (every half term)	Self-assessment Peer assessment Teacher assessment (every half term)	Self-assessment Peer assessment Teacher assessment (every half term)	Self-assessment Peer assessment Teacher assessment (every half term)	Self-assessment Peer assessment Teacher assessment (every half term)
Ecco Values / SMSC / Cultural Capital Links	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills and tackle challenges.	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills and tackle challenges.	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT

	and tackle challenges. Aim High Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Building confidence to learn new skills and tackle challenges. Aim High Developing the right attitudes to succeed when a skill may be challenging.	Building confidence to learn new skills and tackle challenges. Aim High Developing the right attitudes to succeed when a skill may be challenging.	Building confidence to learn new skills and tackle challenges. Aim High Developing the right attitudes to succeed when a skill may be challenging.	Building confidence to learn new skills and tackle challenges. Aim High Developing the right attitudes to succeed when a skill may be challenging.
Literacy / Numeracy Links	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: Passing Beating an opponent Moving with the ball Receiving Defending Attacking Dribbling Shooting Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: Footwork Contact Obstruction Positions Attacking Defending Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: dribbling grip passing scoring tackling Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in Rugby i.e. Side tackle, flat pass, punt, width, diagonal/straight lines. Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: defence dribbling offence passing receiving shooting Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: aesthetics body tension control extension flexion flow stillness travel Counting rhythm in routine. Scoring of skills.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: Components of fitness Methods of training Continuous training Fartlek training Interval training Circuit training Flexibility training Fitness tests FITTA Counting reps, score, time, measuring.

Work Hard | Be Kind | Aim High | Show GRIT

Subject: P.E

Year 7: Year Overview



Unit of Learning	Badminton	Dance	Table Tennis (Boys)	Rounders	Cricket	Tennis	Athletics
Skills	<p>Basic Skills</p> <ul style="list-style-type: none"> • Serving • Overhead clear • Drop shot • Net shot • Smash • Rules • Leadership 	<p>Basic Skills</p> <ul style="list-style-type: none"> • Dance actions • Choreography • Cannon • Dynamics • Styles • Matching • Mirroring • Levels • Leadership 	<p>Basic Skills</p> <ul style="list-style-type: none"> • Grip • Ball familiarisation • Rallying • Umpiring • Serving • Forehand Push • Backhand Push • Spin • Leadership 	<p>Basic Skills</p> <ul style="list-style-type: none"> • Throwing • Catching • Batting • Bowling • Fielding skills • Game based tactics • Rules • Leadership 	<p>Basic Skills</p> <ul style="list-style-type: none"> • Catching • Fielding skills • Bowling • Batting • Throwing • Game based tactics • Rules • Leadership 	<p>Basic Skills</p> <ul style="list-style-type: none"> • Serve • Ball familiarisation • Forehand • Backhand • Volleys • Lob • Rules • Leadership 	<p>Basic Skills</p> <ul style="list-style-type: none"> • Sprinting • Jumping • Throwing • Middle distance • Relay
Knowledge	<p>Practical</p> <p>Identify correct technique to perform serve, clear, net shots in Badminton.</p> <p>When to select the right type of shot and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p>	<p>Practical</p> <p>Identify ways to move around the space. How to apply cannon, mirroring, matching, levels and dynamics to a dance routine.</p> <p>How to apply aesthetics, body tension, extension, flow and stillness.</p> <p>Theory</p> <p><i>Identify benefits of warming up and cooling down</i></p>	<p>Practical</p> <p>Identify correct technique to perform serve, push, and spin in Table Tennis.</p> <p>When to select the right type of shot and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p>	<p>Practical</p> <p>Identify correct technique to perform throwing, catching, fielding skills, batting and bowling in Rounders.</p> <p>When to select the correct type of throw/catch and why?</p> <p>Tactical awareness of where to stand in the field.</p>	<p>Practical</p> <p>Identify correct technique to perform throwing, catching, fielding skills, batting and bowling in Cricket.</p> <p>When to select the correct type of throw/catch and why?</p> <p>Tactical awareness of where to stand in the field.</p>	<p>Practical</p> <p>Identify correct technique to perform serve, groundstrokes, volleys and lob in Tennis.</p> <p>When to select the right type of shot and why?</p> <p>Tactical awareness of when to attack and defend.</p>	<p>Practical</p> <p>Identify correct technique to perform sprinting, jumping, throwing, middle distance and relay.</p> <p>Know the correct components of fitness for each type of activity.</p> <p>Tactical awareness to outwit opponents.</p>

	<i>Identify benefits of warming up and cooling down Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship</i>	<i>Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship</i>	<i>Identify benefits of warming up and cooling down Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship</i>	Theory <i>Identify benefits of warming up and cooling down Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship</i>	Theory <i>Identify benefits of warming up and cooling down Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship</i>	Theory <i>Identify benefits of warming up and cooling down Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship</i>	Theory <i>Identify benefits of warming up and cooling down Names and locations of muscles and bones Identify short term effects of exercise Understand sportsmanship and gamesmanship</i>
Assessment	Self-assessment Peer assessment Teacher assessment (every half term)	Self-assessment Peer assessment Teacher assessment (every half term)	Self-assessment Peer assessment Teacher assessment (every half term)	Self-assessment Peer assessment Teacher assessment (every half term)	Self-assessment Peer assessment Teacher assessment (every half term)	Self-assessment Peer assessment Teacher assessment (every half term)	Self-assessment Peer assessment Teacher assessment (every half term)
Ecco Values / SMSC / Cultural Capital Links	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills and tackle challenges. Aim High Developing the right attitudes to succeed	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills and tackle challenges. Aim High Developing the right attitudes to succeed	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills and tackle challenges. Aim High	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills and tackle challenges.	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills and tackle challenges.	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills and tackle challenges. Aim High	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills and tackle challenges.

	Aim High Developing the right attitudes to succeed when a skill may be challenging.	when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.
Literacy / Numeracy Links	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: Serving Overhead clear Drop shot Net shot Smash Doubles Singles Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: Dance actions Choreography Canon Dynamics Line dancing Bollywood Haka Matching Mirroring Levels Counting rhythm in routine. Scoring of dance routine.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: backhand forehand rally safety serving spin Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in Rounders i.e. back hit, out, rounder, 1/2 rounder, no ball, bases. Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in Cricket i.e. wicket, out, six, four, no ball, runs. Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in Tennis i.e. Volley, lob, serve, forehand, backhand. Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in Athletics i.e. Event name, names of components of fitness. Timing, flash scoring, measuring.

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Subject: P.E

Year 8: Year Overview 2021-22



Unit of Learning	Football	Netball	Hockey	Rugby	Handball	Gymnastics (boys) Gymnastics (Girls)	Fitness
Skills	<p>Core skills</p> <p>Skills from Y7 will be re-called, embedded and developed i.e. using both feet, different parts of the body to control.</p> <ul style="list-style-type: none"> • Passing • Receiving • Dribbling • Shooting • Defending • Attacking • Outwitting opponent • Leadership 	<p>Core skills</p> <p>Skills from Y7 will be re-called, embedded and developed i.e. catching the ball on the run, pivoting, marking without the ball.</p> <ul style="list-style-type: none"> • Passing • Footwork • Obstruction/contact • Defending • Attacking • Positions • Outwitting opponent • Leadership 	<p>Core skills</p> <p>Skills from Y7 will be re-called, embedded and developed i.e. hit pass, reverse stick dribble, jab tackle.</p> <ul style="list-style-type: none"> • Grip • Dribbling • Passing • Receiving • Dribbling • Shooting • Attacking • Defending • Outwitting opponent • Leadership 	<p>Core skills</p> <p>Skills from Y7 will be re-called, embedded and developed i.e. introducing different types of kicks, passing over distance, charge tackle.</p> <ul style="list-style-type: none"> • Handling • Carrying • Passing • Receiving • Tackling • Outwitting opponent • Attacking • Defending • Kicking • Leadership 	<p>Core skills</p> <p>Skills from Y7 will be re-called, embedded and developed i.e. using both hands, jump shot, dribble with both hands.</p> <ul style="list-style-type: none"> • Passing • Receiving • Dribbling • Shooting • Attacking • Defending • Outwitting opponent • Leadership 	<p>Core skills</p> <ul style="list-style-type: none"> • Locomotion • Rolls • Putting weight on hands • Rotation • Basic flight • Balances • Leadership • Routines <p>Girls</p> <p>Skills from Y7 Gymnastics will be re-called, embedded and developed i.e. floor routines, aesthetics, body tension, taking weight on hands.</p> <ul style="list-style-type: none"> • Hurdle step • Dive roll • Fly spring • Vaulting 	<p>Core Skills</p> <p>Skills from Y7 Fitness will be re-called, embedded and developed i.e. Fitness tests, training methods, components of fitness, FITTA.</p> <ul style="list-style-type: none"> • Principles of training • Leadership • Creativity
Knowledge	<p>Practical</p> <p>Identify correct ways to pass, receive, dribble and shoot the ball in Football.</p>	<p>Practical</p> <p>Identify correct ways to pass, receive, and use footwork and the</p>	<p>Practical</p> <p>Identify correct ways to pass, receive, grip the stick, dribble and shoot in Hockey.</p>	<p>Practical</p> <p>Identify correct ways to pass, receive, carry the ball and kick the ball in Rugby.</p>	<p>Practical</p> <p>Identify correct ways to pass, receive, dribble and shoot the ball in Handball.</p>	<p>Practical</p> <p>Identify ways to move around the space. How to apply weight to hands.</p>	<p>Practical</p> <p>Explain fitness tests and carry them out correctly.</p> <p>Perform different training methods with success.</p>

<p>Ecco Values / SMSC / Cultural Capital Links</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>
<p>Literacy / Numeracy Links</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Passing Blocking Jockeying Receiving Defending</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Footwork Contact Obstruction Positions Attacking</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Grip Passing Dribbling Scoring Tackling</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used in Rugby i.e. Side tackle, flat pass, punt, width, diagonal/straight lines.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Passing Receiving Dribbling Shooting Offence</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Aesthetics Travel Stillness Extension Flexion Flow Body tension</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Components of fitness Methods of training Continuous training Fartlek training Interval training Circuit training</p>

	Attacking Dribbling Shooting Control Tactics Scoring your own games.	Defending Scoring your own games.	Outwit an opponent Scoring your own games.	Scoring your own games.	Defence Tactics Scoring your own games.	Control Locomotion Flight Hurdle step Dive roll Fly spring Vaulting Counting rhythm in routine. Scoring of skills.	Flexibility training Fitness tests FITTA Principles of training Counting reps, score, time, measuring.
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Work Hard | Be Kind | Aim High | Show GRIT

Subject: P.E

Year 8: Year Overview 2021-22

Unit of Learning	Badminton	Dance (Girls)	Table Tennis (Boys)	Rounders	Cricket	Tennis	Athletics
Skills	<p>Core Skills</p> <p>Skills from Y7 will be re-called, embedded and developed i.e. high serve, skills performed from back of court, flick shots.</p> <ul style="list-style-type: none"> • Serving • Overhead clear • Drop shot • Net shot • Smash • Rules • Leadership 	<p>Core Skills</p> <p>Skills from Y7 will be re-called, embedded and developed i.e. contact, creativity, solo's.</p> <ul style="list-style-type: none"> • Dance actions • Choreography • Cannon • Dynamics • Styles • Matching • Mirroring • Levels • Leadership 	<p>Core Skills</p> <p>Skills from Y7 will be re-called, embedded and developed i.e. types of spin, flicks, loop.</p> <ul style="list-style-type: none"> • Grip • Ball familiarisation • Rallying • Umpiring • Serving • Forehand Push • Backhand Push • Spin • Leadership 	<p>Core Skills</p> <p>Skills from Y7 will be re-called, embedded and developed i.e. types of bowling, triangle, backstop tactics.</p> <ul style="list-style-type: none"> • Throwing • Catching • Batting • Bowling • Fielding skills • Game based tactics • Rules • Leadership 	<p>Core Skills</p> <p>Skills from Y7 will be re-called, embedded and developed i.e. different types of shots, bowling action, fielding techniques.</p> <ul style="list-style-type: none"> • Catching • Fielding skills • Bowling • Batting • Throwing • Game based tactics • Rules • Leadership 	<p>Core Skills</p> <p>Skills from Y7 will be re-called, embedded and developed i.e. one hand backhand, overarm serve, spin.</p> <ul style="list-style-type: none"> • Serve • Ball familiarisation • Forehand • Backhand • Volleys • Lob • Rules • Leadership 	<p>Core Skills</p> <p>Skills from Y7 will be re-called, embedded and developed i.e. develop technique; develop preparation stage and performance stage.</p> <ul style="list-style-type: none"> • Sprinting • Jumping • Throwing • Middle distance • Relay
Knowledge	<p>Practical</p> <p>Identify correct technique to perform serve, clear, net shots in Badminton.</p> <p>Explain why each skill is used in different situations in the game and how it can</p>	<p>Practical</p> <p>Identify ways to move around the space. How to apply cannon, mirroring, matching, levels and dynamics to a dance routine.</p>	<p>Practical</p> <p>Identify correct technique to perform serve, push, and spin in Table Tennis.</p> <p>Explain why each skill is used in different situations in the game and how it can be</p>	<p>Practical</p> <p>Identify correct technique to perform throwing, catching, fielding skills, batting and bowling in Rounders.</p> <p>Explain why each skill is used in</p>	<p>Practical</p> <p>Identify correct technique to perform throwing, catching, fielding skills, batting and bowling in Cricket.</p> <p>Explain why each skill is used in different situations</p>	<p>Practical</p> <p>Identify correct technique to perform serve, groundstrokes, volleys and lob in Tennis.</p> <p>Explain why each skill is used in different situations in the game and how it can be</p>	<p>Practical</p> <p>Identify correct technique to perform sprinting, jumping, throwing, middle distance and relay.</p> <p>Know the correct components of fitness for each type of activity and</p>

	<p>be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Explain benefits of warming up and cooling down.</i></p> <p><i>Names and locations of muscles and bones.</i></p> <p><i>Explain short term effects of exercise.</i></p> <p><i>Explain sportsmanship and gamesmanship.</i></p>	<p>Explain why stimulus is used to help develop choreography.</p> <p>Why to apply aesthetics, body tension, extension, flow and stillness.</p> <p>Theory</p> <p><i>Explain benefits of warming up and cooling down.</i></p> <p><i>Names and locations of muscles and bones.</i></p> <p><i>Explain short term effects of exercise.</i></p> <p><i>Explain sportsmanship and gamesmanship.</i></p>	<p>used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Explain benefits of warming up and cooling down.</i></p> <p><i>Names and locations of muscles and bones.</i></p> <p><i>Explain short term effects of exercise.</i></p> <p><i>Explain sportsmanship and gamesmanship.</i></p>	<p>different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of where to stand in the field.</p> <p>Theory</p> <p><i>Explain benefits of warming up and cooling down.</i></p> <p><i>Names and locations of muscles and bones.</i></p> <p><i>Explain short term effects of exercise.</i></p> <p><i>Explain sportsmanship and gamesmanship.</i></p>	<p>in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of where to stand in the field.</p> <p>Theory</p> <p><i>Explain benefits of warming up and cooling down.</i></p> <p><i>Names and locations of muscles and bones.</i></p> <p><i>Explain short term effects of exercise.</i></p> <p><i>Explain sportsmanship and gamesmanship.</i></p>	<p>used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Explain benefits of warming up and cooling down.</i></p> <p><i>Names and locations of muscles and bones.</i></p> <p><i>Explain short term effects of exercise.</i></p> <p><i>Explain sportsmanship and gamesmanship.</i></p>	<p>explain why they are needed.</p> <p>Tactical awareness to outwit opponents.</p> <p>Theory</p> <p><i>Explain benefits of warming up and cooling down.</i></p> <p><i>Names and locations of muscles and bones.</i></p> <p><i>Explain short term effects of exercise.</i></p> <p><i>Explain sportsmanship and gamesmanship.</i></p>
Assessment	<p>Self-assessment</p> <p>Peer assessment</p> <p>Teacher assessment (every half term)</p>	<p>Self-assessment</p> <p>Peer assessment</p> <p>Teacher assessment (every half term)</p>	<p>Self-assessment</p> <p>Peer assessment</p> <p>Teacher assessment (every half term)</p>	<p>Self-assessment</p> <p>Peer assessment</p> <p>Teacher assessment (every half term)</p>	<p>Self-assessment</p> <p>Peer assessment</p> <p>Teacher assessment (every half term)</p>	<p>Self-assessment</p> <p>Peer assessment</p> <p>Teacher assessment (every half term)</p>	<p>Self-assessment</p> <p>Peer assessment</p> <p>Teacher assessment (every half term)</p>
Ecco Values / SMSC / Cultural Capital Links	<p>Work hard</p> <p>Working independently and</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p>	<p>Work hard</p> <p>Working independently and</p>	<p>Work hard</p> <p>Working independently and</p>	<p>Work hard</p> <p>Working independently and</p>	<p>Work hard</p> <p>Working independently and</p>	<p>Work hard</p> <p>Working independently and</p>

	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>
<p>Literacy / Numeracy Links</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: High serve Overhead clear Drop shot Net shot Flick shot Doubles/singles Underarm shot Ready position</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Dance actions Choreography Canon Dynamics Line dancing Rock and Roll Matching Mirroring Levels Contact</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Backhand Block shot Flick Forehand Lob Loop Rally Safety</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used in Rounders i.e. back hit, out, rounder, ½ rounder, no ball, bases.</p> <p>Scoring your own games.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used in Cricket i.e. wicket, out, six, four, no ball, runs.</p> <p>Scoring your own games.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used in Tennis i.e. Volley, lob, serve, forehand, backhand.</p> <p>Scoring your own games.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used in Athletics i.e. Event name, names of components of fitness.</p> <p>Timing, flash scoring, measuring.</p>

	Scoring your own games.	Stimulus Motif Formation Counting rhythm in routine. Scoring of dance routine.	Serving Smash Spin Umpiring Scoring your own games.				
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Work Hard | Be Kind | Aim High | Show GRIT

Subject: P.E

Year 9: Year Overview

Unit of Learning	Football	Netball	Hockey	Rugby	Handball	Trampolining	Fitness
Skills	<p>Advanced skills</p> <p>Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. use of swerve, volleys, marking player without the ball.</p> <ul style="list-style-type: none"> • Passing • Receiving • Dribbling • Shooting • Defending • Attacking • Outwitting opponent • Leadership 	<p>Advanced skills</p> <p>Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. passing over mid-long distance, shooting stepping, catching in the air.</p> <ul style="list-style-type: none"> • Passing • Footwork • Obstruction/contact • Defending • Attacking • Positions • Outwitting opponent • Leadership 	<p>Advanced skills</p> <p>Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. reverse stick passing, aerial, Indian dribble.</p> <ul style="list-style-type: none"> • Grip • Dribbling • Passing • Receiving • Dribbling • Shooting • Attacking • Defending • Outwitting opponent • Leadership 	<p>Advanced skills</p> <p>Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. Spin pass, smothering, scrums.</p> <ul style="list-style-type: none"> • Handling • Carrying • Passing • Receiving • Tackling • Outwitting opponent • Attacking • Defending • Kicking • Leadership 	<p>Advanced skills</p> <p>Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. catching one handed, falling shot, and screening.</p> <ul style="list-style-type: none"> • Passing • Receiving • Dribbling • Shooting • Attacking • Defending • Outwitting opponent • Leadership 	<p>Advanced skills</p> <p>Skills from Y7 and Y8 will be re-called, embedded and developed from aesthetics and pupils will be introduced to advanced skills within this sport i.e. combining skills to make a routine.</p> <ul style="list-style-type: none"> • Rotation • Seat landing • Front Landing • Back Landing • Cradle • Swivel hips • Front Somersault • Back Somersault • Leadership • Routines 	<p>Advanced Skills</p> <p>Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. short term effects of exercise, long term effects of exercise, normative data, different types of HR, lead and design a training session.</p> <ul style="list-style-type: none"> • Fitness Tests • Training Methods • Components of Fitness • FITTA • Principles of training
Knowledge	<p>Practical</p> <p>Identify correct ways to pass, receive, dribble and shoot the ball in Football.</p>	<p>Practical</p> <p>Identify correct ways to pass, receive, and use footwork and the use of obstruction in Netball.</p>	<p>Practical</p> <p>Identify correct ways to pass, receive, grip the stick, dribble and shoot in Hockey.</p>	<p>Practical</p> <p>Identify correct ways to pass, receive, carry the ball and kick the ball in Rugby.</p>	<p>Practical</p> <p>Identify correct ways to pass, receive, dribble and shoot the ball in Handball.</p>	<p>Practical</p> <p>Identify ways to move around the space. How to apply weight to hands.</p> <p>How to apply aesthetics, body</p>	<p>Practical</p> <p>Justify fitness tests and carry them out correctly.</p> <p>Perform, design and lead different training</p>

	<p>Justify why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Benefits of warming up and cooling down</i> <i>Named and locations of muscles and bones</i> <i>Short term effects of exercise</i> <i>Sportsmanship</i> <i>Gamesmanship</i></p>	<p>Justify why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Benefits of warming up and cooling down</i> <i>Named and locations of muscles and bones</i> <i>Short term effects of exercise</i> <i>Sportsmanship</i> <i>Gamesmanship</i></p>	<p>Justify why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Benefits of warming up and cooling down</i> <i>Named and locations of muscles and bones</i> <i>Short term effects of exercise</i> <i>Sportsmanship</i> <i>Gamesmanship</i></p>	<p>Justify why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Benefits of warming up and cooling down</i> <i>Named and locations of muscles and bones</i> <i>Short term effects of exercise</i> <i>Sportsmanship</i> <i>Gamesmanship</i></p>	<p>Justify why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Benefits of warming up and cooling down</i> <i>Named and locations of muscles and bones</i> <i>Short term effects of exercise</i> <i>Sportsmanship</i> <i>Gamesmanship</i></p>	<p>tension, extension, flow and stillness.</p> <p>Justify why each skill is used in different situations in the performance and how it can be used to beat an opponent.</p> <p>Theory</p> <p><i>Benefits of warming up and cooling down</i> <i>Named and locations of muscles and bones</i> <i>Short term effects of exercise</i> <i>Sportsmanship</i></p>	<p>methods with success.</p> <p>Justify the term FITTA and apply it to practical sessions.</p> <p>Justify different types of training methods</p> <p>Justify the principles of training.</p> <p>Theory</p> <p><i>Benefits of warming up and cooling down</i> <i>Names and locations of muscles and bones</i> <i>Short term effects of exercise</i> <i>Long term effects of exercise</i> <i>Normative data</i> <i>Recording HR</i></p>
Assessment	<p>Self-assessment</p> <p>Peer assessment</p> <p>Teacher assessment (every half term)</p>	<p>Self-assessment</p> <p>Peer assessment</p> <p>Teacher assessment (every half term)</p>	<p>Self-assessment</p> <p>Peer assessment</p> <p>Teacher assessment (every half term)</p>	<p>Self-assessment</p> <p>Peer assessment</p> <p>Teacher assessment (every half term)</p>	<p>Self-assessment</p> <p>Peer assessment</p> <p>Teacher assessment (every half term)</p>	<p>Self-assessment</p> <p>Peer assessment</p> <p>Teacher assessment (every half term)</p>	<p>Self-assessment</p> <p>Peer assessment</p> <p>Teacher assessment (every half term)</p>
Ecco Values / SMSC / Cultural Capital Links	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p>

	<p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>
<p>Literacy / Numeracy Links</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Passing Blocking Jockeying Receiving Defending Attacking Dribbling Shooting Outwitting an Opponent Tactics Shooting</p> <p>Scoring your own games.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Footwork Contact Obstruction Positions Attacking Defending</p> <p>Scoring your own games.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Grip Passing Dribbling Scoring Tackling Outwit an opponent</p> <p>Scoring your own games.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used in Rugby i.e. Side tackle, flat pass, punt, width, diagonal/straight lines.</p> <p>Scoring your own games.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Passing Receiving Dribbling Shooting Offence Defence Tactics</p> <p>Scoring your own games.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Seat landings Back landing Front landing Somersaults Cradle Swivel hips</p> <p>Counting rhythm in routine. Scoring of skills.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Components of fitness Continuous training/ sustained running Fartlek training Interval training Circuit training Boxercise FITTA Principles of training Methods of training</p> <p>Counting reps, score, time, measuring.</p>

Subject: P.E

Year 9: Year Overview



Unit of Learning	Badminton	Dance (Girls)	Table Tennis	Rounders	Cricket	Tennis	Athletics
Skills	<p>Advanced Skills</p> <p>Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. Flick serve, backhand overhead clear, backhand smash.</p> <ul style="list-style-type: none"> • Serving • Overhead clear • Drop shot • Net shot • Smash • Rules • Leadership 	<p>Advanced Skills</p> <p>Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. Leaps, balances, motifs and climax.</p> <ul style="list-style-type: none"> • Dance actions • Choreography • Cannon • Dynamics • Styles • Matching • Mirroring • Levels • Leadership 	<p>Advanced Skills</p> <p>Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. Backhand loop, backhand lob, backhand block.</p> <ul style="list-style-type: none"> • Grip • Ball familiarisation • Rallying • Umpiring • Serving • Forehand Push • Backhand Push • Spin • Leadership 	<p>Advanced Skills</p> <p>Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. umpiring, tactical play, and burnout.</p> <ul style="list-style-type: none"> • Throwing • Catching • Batting • Bowling • Fielding skills • Game based tactics • Rules • Leadership 	<p>Advanced Skills</p> <p>Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. off/on drive, pick up on the run, variation in delivery of bowling.</p> <ul style="list-style-type: none"> • Catching • Fielding skills • Bowling • Batting • Throwing • Game based tactics • Rules • Leadership 	<p>Advanced Skills</p> <p>Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. Slice/topspin on forehand and backhand stroke, use of spin on the serve, overhead/smash.</p> <ul style="list-style-type: none"> • Serve • Ball familiarisation • Forehand • Backhand • Volleys • Lob • Rules • Leadership 	<p>Advanced Skills</p> <p>Skills from Y7 and Y8 will be re-called, embedded and developed and pupils will be introduced to advanced skills within this sport i.e. Running – foot strike/cadence, Jumping – appropriate speed for take-off, Throwing – use of cross step/glide.</p> <ul style="list-style-type: none"> • Sprinting • Jumping • Throwing • Middle distance • Relay
Knowledge	<p>Practical</p> <p>Identify correct technique to perform serve, clear, net shots in Badminton.</p>	<p>Practical</p> <p>Identify ways to move around the space. How to apply cannon, mirroring, matching,</p>	<p>Practical</p> <p>Identify correct technique to perform serve, push, and spin in Table Tennis.</p>	<p>Practical</p> <p>Identify correct technique to perform throwing, catching, fielding skills, batting and</p>	<p>Practical</p> <p>Identify correct technique to perform throwing, catching, fielding</p>	<p>Practical</p> <p>Identify correct technique to perform serve, groundstrokes, volleys and lob in Tennis.</p>	<p>Practical</p> <p>Identify correct technique to perform sprinting, jumping, throwing, middle distance and relay.</p>

	<p>Justify why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship</i></p>	<p>levels and dynamics to a dance routine.</p> <p>Explain why stimulus is used to help develop choreography.</p> <p>Justify why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Why to apply aesthetics, body tension, extension, flow and stillness.</p> <p>Theory</p> <p><i>Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship</i></p>	<p>Justify why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship</i></p>	<p>bowling in Rounders.</p> <p>Justify why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of where to stand in the field.</p> <p>Theory</p> <p><i>Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship</i></p>	<p>skills, batting and bowling in Cricket.</p> <p>Justify why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of where to stand in the field.</p> <p>Theory</p> <p><i>Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship</i></p>	<p>Justify why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship</i></p>	<p>Justify the correct components of fitness for each type of activity and justify why they are needed.</p> <p>Tactical awareness to outwit opponents.</p> <p>Theory</p> <p><i>Benefits of warming up and cooling down Named and locations of muscles and bones Short term effects of exercise Sportsmanship Gamesmanship</i></p>	
	Assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment
		Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment
		Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)
Ecco Values / SMSC / Cultural Capital Links	Work hard	Work hard	Work hard	Work hard	Work hard	Work hard	Work hard	
	Working independently and		Working independently and	Working independently and	Working independently and	Working independently and	Working independently and	

	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>
<p>Literacy / Numeracy Links</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Backhand Doubles tactics Serving Smash Overhead clear Drop shot Net shot Flick shot</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used: Dance actions Choreography Canon Dynamics Line dancing Matching Mirroring Levels</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used in Table Tennis i.e. serve, push, backhand/forehand, rally.</p> <p>Scoring your own games.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used in Rounders i.e. back hit, out, rounder, ½ rounder, no ball, bases.</p> <p>Scoring your own games.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used in Cricket i.e. wicket, out, six, four, no ball, runs.</p> <p>Scoring your own games.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used in Tennis i.e. Volley, lob, serve, forehand, backhand.</p> <p>Scoring your own games.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects.</p> <p>Key words used in Athletics i.e. Event name, names of components of fitness.</p> <p>Timing, flash scoring, measuring.</p>

	Ready position Scoring your own games.	Contact Stimulus Motif Formation Travelling Focus Counting rhythm in routine. Scoring of dance routine.					
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Subject: GCSE P.E

Year 10: Year Overview

Unit of Learning	1	2	3	4	5	6
Topic	Skeletal + Muscular System	Movement Analysis + Cardiovascular System	Respiratory System + Short/Long term effects	Components of Fitness + Principles of Training + Training Methods	Warm-ups / Cool downs	Preventing injury in Sport
Skills	<p>Identify and locate names of muscles and bones.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.</p>	<p>Identify and explain planes of movement, levers, axis of rotation, components of the CV system.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.</p>	<p>Interpreting figures and data. Plotting and describing graphs.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.</p>	<p>Identify and explain different components of fitness. Explain and apply principles of training and training methods.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.</p>	<p>Identify, explain and justify the components of a warm and cool down.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.</p>	<p>Identify, explain and justify why people use protective equipment, rules and regulations.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.</p>
Knowledge	<p>Identification of location – bones + muscles.</p> <p>Function of bones + muscles.</p> <p>Movement</p>	<p>Identification of Levers</p> <p>Planes of movement</p> <p>Axis of Rotation</p> <p>Label the heart</p> <p>Function of the heart</p> <p>Role of vessels</p>	<p>Identify the structure and function of the respiratory system.</p> <p>Definitions of aerobic / anaerobic respiration.</p> <p>Explain and apply the effects of exercise on 4 systems.</p>	<p>Identify all components of fitness.</p> <p>Link to fitness tests.</p> <p>Apply to components of fitness to sporting examples.</p> <p>Identify each principle of training.</p>	<p>Identify the components of a warm-up / cool down.</p> <p>Explain the benefits of a W-U + C-D.</p>	<p>Explain how injuries occur and how to prevent them.</p> <p>Why rules and regulations are used.</p>

				Apply to sporting examples. Identify each training method. Explain each training method and apply to sporting examples.		
Assessment	DART		DART	Mock Exam		DART
Recall content + %	<p>Identification of location – bones + muscles, Function of bones + muscles, Movement, Identification of Levers, Planes of movement, Axis of Rotation.</p> <p>100%</p>		<p>Identification of location – bones + muscles, Function of bones + muscles, Movement, Identification of Levers, Planes of movement, Axis of Rotation, Label the heart, Function of the heart, Role of vessels, Identify the structure and function of the respiratory system, Definitions of aerobic / anaerobic respiration, Explain and apply the effects of exercise on 4 systems, Identify all components of fitness, Link to fitness tests, Apply to components of fitness to sporting examples.</p> <p>40%</p>			<p>Identification of location – bones + muscles, Function of bones + muscles, Movement, Identification of Levers, Planes of movement, Axis of Rotation, Label the heart, Function of the heart, Role of vessels, Identify the structure and function of the respiratory system, Definitions of aerobic / anaerobic respiration, Explain and apply the effects of exercise on 4 systems, Identify all components of fitness, Link to fitness tests, Apply to components of fitness to sporting examples, Identify each principle of training, Apply to sporting examples, Identify each training method, Explain each training method and apply to sporting examples, Identify the components of a</p>

						<p>warm-up / cool down, Explain the benefits of a W-U + C-D, Explain how injuries occur and how to prevent them, Why rules and regulations are used.</p> <p>50%</p>
Ecco Values / SMSC / Cultural Capital Links	Work hard	Work hard	Work hard	Work hard	Work hard	Work hard
	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.
	Be Kind	Be Kind	Be Kind	Be Kind	Be Kind	Be Kind
	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.
	Show GRIT	Show GRIT	Show GRIT	Show GRIT	Show GRIT	Show GRIT
Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	
Aim High	Aim High	Aim High	Aim High	Aim High	Aim High	
Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	
Literacy / Numeracy Links	Key vocab AO3	Key vocab AO3	Key vocab AO3 Reading data on graphs and plotting graphs.	Key vocab AO3 Recording data and comparing to normative data.	Key vocab AO3	Key vocab AO3

Work Hard | Be Kind | Aim High | Show GRIT

Subject: Cambridge National Sport Science



Year 10/11: Year Overview

Unit of Learning	R180 (taught over Y10 and Y11)					
Topic	Topic Area 1: Different factors which influence the risk and severity of injury.	Topic Area 2: Warm up and cool down routines.	Topic Area 3: Different types and causes of sports injuries.	Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions.	Topic Area 5: Causes, symptoms and treatment of medical conditions.	
Builds on... Retrieval opportunities		Knowledge from TA1 R180 & R181	Knowledge from TA1 and TA2 R180 & R181	Knowledge from TA1, TA2 and TA3 R180 & R181	Knowledge from TA1, TA2, TA3 and TA4 R180 & R181	Knowledge from TA1, TA2, TA3, TA4 and TA5 R180 & R181
Procedural, experimental and disciplinary knowledge	Analyse exam questions and develop exam technique.	Analyse exam questions and develop exam technique.	Analyse exam questions and develop exam technique.	Analyse exam questions and develop exam technique.	Analyse exam questions and develop exam technique.	
Skills	Describe, explain, analyse, evaluate, assess, make judgements, and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements, and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements, and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements, and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements, and justify key concepts.	
Substantive Knowledge	Extrinsic factors and Intrinsic factors of injury.	Physical benefits of WU + CD, psychological benefits WU + CD, components of WU + CD, specific needs of WU + CD, environmental factors.	Acute + chronic injuries. Types, causes + treatment of injuries. How to respond to injury in sporting context.	EAP. Risk assessment. Strategies to help reduce injuries. SALTAPS. DRABC. Treatments and therapies.	Symptoms and responses to: Asthma Diabetes Epilepsy Sudden Cardiac Arrest Hypothermia Heat Exhaustion Dehydration	
Summative Assessment	End of topic test	End of topic test	End of topic test	End of topic test	End of topic test	DART Mock Exam Official Exam

Work Hard | Be Kind | Aim High | Show GRIT



Subject: Cambridge National Sport Science

Year 10: Year Overview

Unit of Learning	R181			
Topic	Topic Area 1: Components of fitness applied in sport.	Topic Area 2: Principles of training in sport.	Topic Area 3: Organising and planning a fitness training programme.	Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme.
Builds on... Retrieval opportunities		Knowledge from TA1 R180 & R181.	Knowledge from TA1 and TA2 R180 & R181.	Knowledge from TA1, TA2 and TA3 R180 & R181.
Procedural, experimental and disciplinary knowledge	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Analyse exam questions and develop exam technique.
Skills	The ability to work independently.	The ability to work independently.	The ability to work independently.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.
Substantive Knowledge	Components of fitness and their requirement to specific sports. Fitness tests. Interpreting data.	Principles of training and goal setting. Methods of training. Aerobic vs anaerobic exercise.	Factors to consider when designing a fitness programme. Planning a fitness based training programme. Recording results.	Effectiveness of a fitness training programme. Strengths and further development of fitness training programme.

	Devise and conduct skill based fitness tests.			
Summative Assessment	Coursework	Coursework	Coursework	Coursework
Independent Learning Tasks	<i>Independent writing (coursework)</i>	<i>Independent writing (coursework)</i>	<i>Independent writing (coursework)</i>	<i>Independent writing (coursework)</i>
	<i>Group work practical's</i>	<i>Group work practical's</i>	<i>Group work practical's</i>	<i>Group work practical's</i>
	<i>Individual practical's</i>	<i>Individual practical's</i>	<i>Individual practical's</i>	<i>Individual practical's</i>
	<i>peer teaching and group work in lesson time</i>	<i>peer teaching and group work in lesson time</i>	<i>peer teaching and group work in lesson time</i>	<i>peer teaching and group work in lesson time</i>
Personal Development	Work hard	Work hard	Work hard	Work hard
	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.
	Be Kind	Be Kind	Be Kind	Be Kind
	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.
	Show GRIT	Show GRIT	Show GRIT	Show GRIT
	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.
Aim High	Aim High	Aim High	Aim High	
Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	

Literacy / Numeracy Links	Key vocab AO3	Key vocab AO3	Key vocab AO3	Key vocab AO3
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Subject: Core PE

Year 10: Year Overview



Unit of Learning	SPORT EDUCATION	COOPERATIVE LEARNING	PERSONALISED SYSTEM FOR INSTRUCTION
Topics	<p>Throughout the year this cohort of pupils will be competing, leading and performing at high intensity in a range of sports such as:</p> <ul style="list-style-type: none"> • Football • Netball • Basketball • Handball • Hockey • Table Tennis • Badminton • Rounders • Tennis 	<p>Throughout the year this cohort of pupils will be participating, leading, designing and creating, and sometimes compete in a range of sports such as:</p> <ul style="list-style-type: none"> • Fitness • Badminton • Trampolining • Netball • Basketball • Football • Table Tennis • Rounders • Tennis 	<p>Throughout the year this cohort of pupils will be participating and leading in a range of sports such as:</p> <ul style="list-style-type: none"> • Trampolining • Dance • Football • Fitness • Dodgeball • Badminton • Rounders • Problem solving • OAA • Alternative sports (Ultimate Frisbee, Tchoukball)
Skills	<p>Be able to use the correct ways to pass, receive, dribble, shoot, hit, strike, throw and catch.</p> <p>Justify why each skill is used in different situations in the game and how it can be used to beat an opponent.</p>	<p>Be able to use the correct ways to pass, receive, dribble, shoot, hit, strike, throw and catch.</p> <p>Tactical awareness of when to attack and defend and strategies to beat opponents.</p> <p>Lead a warm up, practice and officiating of games.</p>	<p>Be able to use the correct ways to pass, receive, dribble, shoot, hit, strike, throw and catch.</p> <p>Tactical awareness of when to attack and defend and strategies to beat opponents.</p> <p>Lead a warm up, practice and officiating of games.</p>

	<p>Tactical awareness of when to attack and defend and strategies to beat opponents.</p> <p>Lead a warm up, practice and officiating of games.</p> <p>Perform, design and lead different training methods with success.</p> <p>Develop leadership, teamwork and interpersonal skills.</p>	<p>Perform, design and lead different training methods with success.</p> <p>Develop leadership, teamwork and interpersonal skills.</p>	<p>Develop leadership, teamwork and interpersonal skills.</p>
Knowledge	<p><i>Benefits of warming up and cooling down</i> <i>Named and locations of muscles and bones</i> <i>Short term effects of exercise</i> <i>Sportsmanship</i> <i>Gamesmanship</i></p>	<p><i>Benefits of warming up and cooling down</i> <i>Named and locations of muscles and bones</i> <i>Short term effects of exercise</i> <i>Sportsmanship</i> <i>Gamesmanship</i></p>	<p><i>Benefits of warming up and cooling down</i> <i>Named and locations of muscles and bones</i> <i>Short term effects of exercise</i> <i>Sportsmanship</i> <i>Gamesmanship</i></p>
Assessment	ATL	ATL	ATL
Ecco Values / SMSC / Cultural Capital Links	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>
Literacy / Numeracy Links	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Scoring, timing, measuring.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Scoring, timing, measuring.</p>	<p>Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Scoring, timing, measuring.</p>

Subject: Cambridge National Sport Science

Year 11: Year Overview

Unit of Learning	R182			
Topic	Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities.	Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements.	Topic Area 3: Short-term effects of exercise on the cardio-respiratory and musculoskeletal systems.	Topic Area 4: Long-term effects of exercise on the cardio-respiratory and musculoskeletal systems.
Builds on... Retrieval opportunities	Knowledge from KS3 fitness lessons	Knowledge from TA1 R180, R181 & R182.	Knowledge from TA1 and TA2 R180, R181 & R182.	Knowledge from TA1, TA2 and TA3 R180, R181 & R182.
Procedural, experimental and disciplinary knowledge	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.
Skills	The ability to work independently.	The ability to work independently.	The ability to work independently.	The ability to work independently.
Substantive Knowledge	Components, function and role of cardio-	The components and role of the musculo-	The different short-term effects of	The long-term effects of exercise on the

	respiratory system during exercise. Cardio-respiratory sports technology.	skeletal system in producing movement. Musculo-skeletal sports technology.	exercise on the cardio-respiratory and musculo-skeletal systems.	cardio-respiratory and musculo-skeletal systems.
Summative Assessment	Coursework	Coursework	Coursework	Coursework
Independent Learning Tasks	<i>Independent writing (coursework)</i> <i>Group work practical's</i> <i>Individual practical's</i> <i>peer teaching and group work in lesson time</i>	<i>Independent writing (coursework)</i> <i>Group work practical's</i> <i>Individual practical's</i> <i>peer teaching and group work in lesson time</i>	<i>Independent writing (coursework)</i> <i>Group work practical's</i> <i>Individual practical's</i> <i>peer teaching and group work in lesson time</i>	<i>Independent writing (coursework)</i> <i>Group work practical's</i> <i>Individual practical's</i> <i>peer teaching and group work in lesson time</i>
Personal Development	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills and tackle challenges. Aim High Developing the right attitudes to succeed	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills and tackle challenges. Aim High Developing the right attitudes to succeed	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills and tackle challenges. Aim High Developing the right attitudes to succeed	Work hard Working independently and engaged in learning new skills. Be Kind Support one another, learning how to praise and give constructive feedback. Show GRIT Building confidence to learn new skills and tackle challenges. Aim High Developing the right attitudes to succeed

	when a skill may be challenging.	when a skill may be challenging.	when a skill may be challenging.	when a skill may be challenging.
Literacy / Numeracy Links	Key vocab AO3	Key vocab AO3	Key vocab AO3 +/-x Averages	Key vocab AO3 +/-x Averages

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Subject: GCSE P.E

Year 11: Year Overview



Unit of Learning	1	2	3	4	5
Topic	Classification of Skills / Goal Setting + Coursework	Mental Prep / Guidance & Feedback + Coursework	Engagement in Sport + Commercialisation	Ethics in Sport + Health, Fitness & Wellbeing	Ethics in Sport + Health, Fitness & Wellbeing
Skills	<p>Identify the different classifications of skill and skill continuums. Know and explain SMART targets.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate, assess, make</p>	<p>Know the different types of mental preparation and explain how they are used. Explain and apply different types of feedback and guidance.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate,</p>	<p>Interpreting figures and data. Plotting and describing graphs.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.</p>	<p>Understand different ethics in sports. Understand, explain and apply what makes up a healthy active lifestyle.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate, assess, make</p>	<p>Understand different ethics in sports. Understand, explain and apply what makes up a healthy active lifestyle.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate, assess, make</p>

	<p>judgements and justify key concepts.</p> <p>The ability to work independently.</p>	<p>assess, make judgements and justify key concepts.</p> <p>The ability to work independently.</p>		<p>judgements and justify key concepts.</p>	<p>judgements and justify key concepts.</p>
Knowledge	<p>Definition of motor skill</p> <p>Explanation of open/closed + simple/complex</p> <p>Explain and apply goal setting to sporting examples.</p>	<p>Apply practical examples to mental prep techniques.</p> <p>Explain types of guidance and feedback.</p> <p>Apply to practical examples.</p>	<p>Look at trends in sport and factors that affect participation.</p> <p>Discuss the influence media has on participation.</p> <p>Sport-Media-Sponsorship (Golden Triangle).</p>	<p>Identify the difference between sportsmanship / gamesmanship / deviance.</p> <p>Identify performance enhancing drugs and impact on sport.</p> <p>Justify reasons for violence in sport.</p> <p>Identify physical, emotional and social benefits from physical activity.</p>	<p>Identify components of a balanced diet and the effect on performance.</p> <p>Recall knowledge from paper 1 / paper 2.</p>
Assessment	DART	Mock Exam - Paper 1 + Paper 2	DART	Mock Exam - Paper 1 + Paper 2	EXAMS
Recall content + %	<p>Definition of motor skill, Explanation of open/closed + simple/complex, Explain and apply goal setting to sporting examples, Apply practical examples to mental prep techniques, Explain types of guidance and feedback, Apply to practical examples.</p> <p>100%</p>		<p>Definition of motor skill, Explanation of open/closed + simple/complex, Explain and apply goal setting to sporting examples, Apply practical examples to mental prep techniques, Explain types of guidance and feedback, Apply to practical examples, Look at trends in sport and factors that affect participation, Discuss the influence media has on participation, Sport-Media-Sponsorship (Golden Triangle),</p>		

			<p>Identify the difference between sportsmanship / gamesmanship / deviance, Identify performance enhancing drugs and impact on sport, Justify reasons for violence in sport, Identify physical, emotional and social, Identify components of a balanced diet and the effect on performance.</p> <p>50%</p>		
<p>Ecco Values / SMSC / Cultural Capital Links</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>

Literacy / Numeracy Links	Key vocab AO3	Key vocab AO3	Key vocab AO3	Key vocab AO3	Key vocab AO3
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Subject: Core PE

Year 11: Year Overview

Unit of Learning	SPORT EDUCATION	COOPERATIVE LEARNING	PERSONALISED SYSTEM FOR INSTRUCTION
Topics	<p>Throughout the year this cohort of pupils will be competing, leading and performing at high intensity in a range of sports such as:</p> <ul style="list-style-type: none"> • Football • Netball • Basketball • Handball • Hockey • Table Tennis • Badminton • Rounders • Tennis 	<p>Throughout the year this cohort of pupils will be participating, leading, designing and creating, and sometimes compete in a range of sports such as:</p> <ul style="list-style-type: none"> • Fitness • Badminton • Trampolining • Netball • Basketball • Football • Table Tennis • Rounders • Tennis 	<p>Throughout the year this cohort of pupils will be participating and leading in a range of sports such as:</p> <ul style="list-style-type: none"> • Trampolining • Dance • Football • Fitness • Dodgeball • Badminton • Rounders • Problem solving • OAA • Alternative sports (Ultimate Frisbee, Tchoukball)
Skills	Be able to use the correct ways to pass, receive, dribble, shoot, hit, strike, throw and catch.	Be able to use the correct ways to pass, receive, dribble, shoot, hit, strike, throw and catch.	Be able to use the correct ways to pass, receive, dribble, shoot, hit, strike, throw and catch.

	<p>Justify why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>Tactical awareness of when to attack and defend and strategies to beat opponents.</p> <p>Lead a warm up, practice and officiating of games.</p> <p>Perform, design and lead different training methods with success.</p> <p>Develop leadership, teamwork and interpersonal skills.</p>	<p>Tactical awareness of when to attack and defend and strategies to beat opponents.</p> <p>Lead a warm up, practice and officiating of games.</p> <p>Perform, design and lead different training methods with success.</p> <p>Develop leadership, teamwork and interpersonal skills.</p>	<p>Tactical awareness of when to attack and defend and strategies to beat opponents.</p> <p>Lead a warm up, practice and officiating of games.</p> <p>Develop leadership, teamwork and interpersonal skills.</p>
Knowledge	<p><i>Benefits of warming up and cooling down</i> <i>Named and locations of muscles and bones</i> <i>Short term effects of exercise</i> <i>Sportsmanship</i> <i>Gamesmanship</i></p>	<p><i>Benefits of warming up and cooling down</i> <i>Named and locations of muscles and bones</i> <i>Short term effects of exercise</i> <i>Sportsmanship</i> <i>Gamesmanship</i></p>	<p><i>Benefits of warming up and cooling down</i> <i>Named and locations of muscles and bones</i> <i>Short term effects of exercise</i> <i>Sportsmanship</i> <i>Gamesmanship</i></p>
Assessment	ATL	ATL	ATL
Ecco Values / SMSC / Cultural Capital Links	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>Work hard</p> <p>Working independently and engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>

Literacy / Numeracy Links	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Scoring, timing, measuring.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Scoring, timing, measuring.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Scoring, timing, measuring.
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