Key Stage 3 curriculum vision

'Physical Education - Striving for a Healthy, Active and Successful Future'

Our high-quality physical education key stage 3 curriculum strives to inspire all students to succeed and excel in competitive sport and other physically-demanding activities. It strives to provide opportunities for students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Year 7 overview

Topic Title	**Students are taught to:** ● **use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]** ● **develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]** ● **perform dances using advanced dance techniques within a range of dance styles and forms** ● **take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group** ● **analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best** ● **take part in competitive sports and activities outside school through community links or sports clubs**
Pupils will know	● develop competence to excel in a broad range of physical activities ● are physically active for sustained periods of time ● engage in competitive sports and activities ● lead healthy, active lives
Pupils will know how to (procedural knowledge)	● know, apply and understand the matters, skills and processes specified in the relevant programme of study.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Students to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. ● Students should understand what makes a performance effective and how to apply these principles to their own and others' work. ● Students should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Prior knowledge	• Students should build on and embed the physical development and skills learned in key stages 1 and 2.
Future knowledge	Students should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Students are taught to: • use and develop a variety of tactics and strategies to overcome opponents in **team and individual games** [for example, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] • develop their technique and improve their performance in **other competitive sports** [for example, athletics and gymnastics], or **other physical activities** [for example, dance] • take part in further **outdoor and adventurous activities** in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group • **evaluate** their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best • continue to take part regularly in **competitive sports** and activities outside school through community links or sports clubs.
Key vocabulary	• Agility • Balance • Coordination • Extension • Fluency • Isolation • Cardiovascular Endurance • Flexibility • Muscular Endurance • Muscular Strength • Speed • Tactics • Strategy • Technique • Analysis • Space • Sportsmanship • Warm-up • Cool-down

Year 7 – Team and Individual Games (Football, Rugby Union/League, Netball, Hockey, Basketball, Tennis, Rounders, Cricket)

Topic Title	**Football**
Pupils will know	Passing • Turning • Control • Dribbling • Running with the ball • Shooting • Defending • Possession • Receiving

Pupils will know how to (procedural knowledge)	• complete an effective warm up and perform an effective warm up. • perform basic dribbling with different parts of the foot. • perform dribble with some fluency. • use the side of your foot to control the ball close to your body and perform this. • perform basic short passing with the inside of your foot. • perform basic tackling safely. • perform basic possession in a 2 v 1 or 3 v 1. • perform basic shooting using the laces for power. • apply the 3 basic rules of handball, no fouling and the penalty rule to small-sided games. • demonstrate respecting the referee in Football. • demonstrate resilience in Football especially when your team is losing.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• that an effective warm up involves a pulse raising activity and stretching of the major muscles. • dribbling can be used to outwit an opponent. • fluency means to dribble without stopping and starting. • a first touch and control must be close to the body. • basic short passing is completed with the inside of the foot. • tackling is used to win the ball back safely. • what possession is and how it can be used to keep the Football away from opponents. • shooting with the laces will provide power. • 3 basic laws of the game • that it is important to respect the referee and the reasons for this. • that resilience is not giving up and that this is important if your team is losing in games.
Prior knowledge	Students will build on the aims of the Key Stage 2 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Year 8 students will get the opportunity to develop their skills and techniques in conditioned situations. • Students will be able to access the extra-curricular Football opportunities. • Students will be signposted to Football Clubs in the local area. • Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	• Pass, shoot, tackle, defend, dribble, save, attack, corner, free-kick, penalty, offside

Topic Title	**Rugby League**
Pupils will know	• Ball familiarisation • Handling • Passing • Tackling
Pupils will know how to (procedural knowledge)	• be able to perform fundamental rugby handling skills. To be able to perform these in a small sided game to maintain ball possession & outwit opponents. To develop their understanding and knowledge of the basic rules of rugby league. • be able to perform basic passing & receiving with accuracy. To be able to outwit opponents with the use of these techniques. To understand the rules regarding

	the pass and catching the ball (i.e. backwards pass and knock–ons). To perform skills in a small sided game making decisions about how best to advance on opposition. ● develop their understanding and knowledge of how to tackle safely. To perform and accurately replicate the correct techniques for front and side tackles. To understand the rules regarding tackling within the game*. i.e. No high tackling (under the armpit).* To be able to evaluate tackling technique and 2 v 1 situations suggesting ways to improve. ● develop understanding of how to retain possession in a rugby league match. To understand how to play the ball correctly when tackled. Snap, sweep, tuck technique with an emphasis on rolling the ball back with your foot following the laws of the game. ● be able to introduce the offside line (10m away from the play the ball) and explain where both sets of players are allowed to move according to the laws of the game. ● understand the tactics required to keep the ball and still leave players available to pass to on attack. This also allows defenders to learn where to stand in the defensive line (depending on their position) and how to prepare for the next tackle. ● be able to outwit opponents using learnt skills and techniques. To understand the importance of width in order to attack. To demonstrate an understanding of the basic *rules i.e. no backwards pass + how to score a try.* To develop their understanding of strategic and tactical play in rugby league to beat and outwit an opponent through 2v1 and 3v2 scenarios. ● be able to outwit opponents using learnt skills and techniques. To develop the decision making process in a game situation. To increase confidence in the laws of rugby league. To begin to recognize and identify strengths and weaknesses when playing small sided games. ● be able to perform basic kicking in rugby league. To learn a variety of kicks including a grubber, punt and bomb. To use decision making on which type of kick to use depending on the position on the field.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● that an effective warm up involves a pulse raising activity and stretching of the major muscles. ● Decision making of whether to pass, run or kick to outwit an opponent. ● carrying the ball with 2 hands to increase success of keeping possession . ● ‘W’ shape on the ball when carrying and passing the ball. ● arms pointing towards the person you are passing to when releasing the ball from your hands. ● tackling is used to stop opponents gaining metres up the field and scoring tries. ● what possession is and how it can be used to keep the ball away from opponents and using all 6 tackles available. ● kicking the ball with the laces will provide power. ● Understand the basic laws of the game for both attack and defence. ● that it is important to respect the referee and the reasons for this. ● that resilience is not giving up and that this is important if your team is losing in games.
Prior knowledge	Students will build on the aims of the Key Stage 2 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Year 8 students will get the opportunity to develop their skills and techniques in

	conditioned situations. ● Students will be able to access the extra-curricular Rugby opportunities. ● Students will be signposted to Rugby Clubs in the local area. ● Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	● Carry (grip), Passing, Running with the ball, Try, Support, Offside, Tackle, Held, Move, Play the ball, Depth and width in attack, Contact, Line speed, Identification of space, Tackle Release, Outwit, Peripheral Vision, principles of attack and defence, finding and using space, changing speed, Agility, Sidestep, Fend being direct, marking, covering, delaying, moving feet, watching the ball.

Topic Title	**Netball**
Pupils will know	• Passing • Catching • Footwork • Positions • Attacking • Defending • Shooting • Marking • Sprint dodge
Pupils will know how to (procedural knowledge)	● Understand basic rules and court layout. ● Develop chest, bounce, and shoulder pass technique. ● Explore movement into space to receive a pass. ● Learn and apply the footwork rule. ● Develop pivoting to protect the ball and pass effectively. ● Understand and apply dodging techniques. ● Develop timing and communication with teammates. ● Develop correct shooting technique (balance, aim, follow-through). ● Understand the role of all positions ● Apply skills in structured gameplay. ● Explore attacking and defensive formations. ● Apply all skills in full gameplay. ● Reflect on individual and team progress.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Control, accuracy, and footwork when passing and receiving. ● Movement control, balance, and rule application.can ● Timing, agility, and decision making in movement. ● Accuracy, control, and positioning in shooting. ● Defensive positioning, timing, and rule awareness. ● Tactical understanding, teamwork, and effective communication. ● Overall skill execution, tactical awareness, teamwork, and adherence to rules.
Prior knowledge	Students will build on the aims of the Key Stage 2 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Year 8 students will get the opportunity to develop their skills and techniques in conditioned situations. ● Students will be able to access the extra-curricular Netball opportunities. ● Students will be signposted to Netball Clubs in the local area.

	• Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	• Footwork, Pivot, Marking, Dodging, Passing, Signalling, Centre pass, Free pass

Topic Title	**Hockey**
Pupils will know	• Grip • Dribbling • Push pass • Reverse stick • Block tackling • How to play a game of hockey.
Pupils will know how to (procedural knowledge)	• Use the correct grip/hand positioning, open stick dribbling. • ush passes • Push passing and ball control on the move. • Understand the reverse stick technique, on the spot, on the move. • Perform the block tackle with the correct technique • Positions in 7 a side
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• the correct hockey stick grip. • dribble with the ball under control. • to develop knowledge of a player's strong and weak side. • the basic push pass & receiving technique. • the basic rules of hockey. • the use the reverse stick. • the use of these skills in order to outwit opponents. • Increase knowledge and understanding of outwitting an opponent in a game situation using appropriate skills and techniques. • Increase knowledge and understanding of the different playing positions in a game of hockey. • Increase knowledge and understanding of the different playing positions in a game of 7 aside hockey. • the block tackle technique in isolation and under pressure in a game.
Prior knowledge	Students will build on the aims of the Key Stage 2 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Year 8 students will get the opportunity to develop their skills and techniques in conditioned situations. • Learn the slap pass in isolation and apply to game situations. • Students will be able to access the extra-curricular Hockey opportunities. • Students will be signposted to Hockey Clubs in the local area. • Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	• Shake hands grip, Stance, Dribble, Open stick, Reverse stick, Block tackle, Push pass, Self pass, Shooting, outwit opponents, defence, attack, midfield.

Topic Title	Basketball
Pupils will know	• Ball familiarisation • Passing • Receiving • Dribbling • Pivoting • Set Shot • Lay up • Jump Shot • Defending
Pupils will know how to (procedural knowledge)	● be able to perform the fundamental basketball skill of ball handling. To be able to perform these in a small sided game to maintain ball possession. To develop their understanding and knowledge of the basic rules of Basketball. ● be able to outwit opponents with passes and angled runs. To begin to understand the need of tactical movements to invade opponents' basketball net. ● be able to perform the basic dribbling technique with control and accuracy. To be able to outwit opponents with the use of these skills. To be able to perform skills in a small sided game making decisions about how best to advance on opposition. To develop an understanding of the rule of travelling in Basketball. ● understand and know the benefits of types of shot. To develop their understanding and knowledge of how to execute a successful set shot. To be able to outwit opponents using learnt skills and techniques. To develop an understanding of the importance of width and playing into space in order to attack. ● perform a basic lay up technique appreciating the outcome necessary. To develop their understanding and knowledge of how to outwit an opponent using appropriate shot selection. To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful. ● Promote the concept of retreating to defend your own basket when possession is turned over. ● Demonstrate understanding of how to protect a zone around the key ● Offence can demonstrate passing and movement skills to break down the defence ● demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in basketball.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● that an effective warm up involves a pulse raising activity and stretching of the major muscles. ● rules of dribbling ● that dribbling can be used to outwit an opponent. ● that interceptions are used to win the ball back safely. ● what possession is and how it can be used to keep the basketball away from opponents. ● 3 basic rules of Basketball ● that it is important to respect the referee and the reasons for this. ● that resilience is not giving up and that this is important if your team is losing in games.
Prior knowledge	Students will build on the aims of the Key Stage 2 PE National Curriculum. Students will:

	• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Year 8 students will get the opportunity to develop their skills and techniques in conditioned situations. • Students will be able to access the extra-curricular Basketball opportunities. • Students will be signposted to Basketball Clubs in the local area. • Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	• Stance, Triple threat, Jump, Pivot, Chest pass, Bounce pass, Double dribble, Travel, Back court violation, Lay -up, Free throws, Contact, Sideline

Topic Title	**Tennis**
Pupils will know	• Racket and ball familiarisation • Forehand • Backhand • Self Feed • Rules • Footwork • Serve
Pupils will know how to (procedural knowledge)	• be able to demonstrate & use the correct grip and understand the ready position. To familiarize students with racket & ball skills. • to accurately replicate the basic technique for a forehand. To be able to start the ball off with forehand technique (self feed) • complete a rally knowing how to use the correct footwork. • to begin to think about outwitting opponents with the movement of the ball. • Understand the importance of movement & ball placement. • to begin to think about where to hit the ball. • use the forehand technique and movement in a game situation. • to accurately replicate the basic technique for a backhand. • use the backhand technique and movement in a game situation. • demonstrate the ability to outwit an opponent in a game situation using the appropriate skills & techniques already learnt. To demonstrate a variety of tactics based on the movement of others & the ball. • know how to score correctly in modified games, applying the score correctly. • Demonstrate resilience in Tennis especially when losing. • Correctly serve in tennis. • the rules for serving in tennis.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• The correct technique for the forehand, backhand and ready position. • know all the lines of the tennis court. • The three basic rules of Tennis • The correct application of scoring. • That it is important to respect the umpire and the reasons for this. • That resilience is not giving up and that this is important if you are losing. • The technique and rules for serving in tennis.
Prior knowledge	Students will build on the aims of the Key Stage 2 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. • Ball familiarisation skills.

Future knowledge	• In Year 8 students will get the opportunity to develop their skills and techniques in conditioned situations. • Students will be able to access the extra-curricular Tennis opportunities. • Students will be signposted to Tennis Clubs in the local area. • Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	• ready position, back swing, contact point, follow through, forehand, backhand, court lines, serve, volley, service, scoring, tie-break, game scoring.

Topic Title	**Cricket**
Pupils will know	• Catching • Batting • Bowling • Fielding
Pupils will know how to (procedural knowledge)	• complete an effective warm up and perform an effective warm up • perform the hit when batting in a striking and fielding activity. • field effectively to retrieve the ball quickly. • throw effectively over a shorter distance. • bowl within the rules of the game. • apply the 3 basic rules of cricket • demonstrate respecting the umpire in Cricket. • demonstrate resilience in Cricket especially when your team is losing.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• that an effective warm up involves a pulse raising activity and stretching of the major muscles. • what the role of the batter is. • what the role of a bowler is. • what the role of a fielder is. • what the batting rules are when hitting and running. • what the rules for the bowler are. • what the fielding rules are. • that the basic tactic for a batter is to hit to space. • 3 basic rules of Cricket • that it is important to respect the umpire and the reasons for this. • that resilience is not giving up and that this is important if your team is losing in games.
Prior knowledge	Students will build on the aims of the Key Stage 2 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Year 8 students will get the opportunity to develop their skills and techniques in conditioned situations. • Students will be able to access the extra-curricular Cricket opportunities. • Students will be signposted to Cricket Clubs in the local area. • Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	Bat, ball, throw, catch, field, wicket, four, six, out, stump

Topic Title	Rounders
Pupils will know	• Underarm throw • Overarm throw • Catching • Bowler/Back Stop/1st Base • Batting • Fielding • Position
Pupils will know how to (procedural knowledge)	● complete an effective warm up and perform an effective warm up. ● perform the hit when batting in a striking and fielding activity. ● field effectively to retrieve the ball quickly. ● throw effectively over a shorter distance. ● bowl within the rules of the game. ● develop an understanding and knowledge of the basic fundamentals of Rounders. To be able to accurately replicate a basic throwing & catching technique. To be able to play a conditioned game in which they understand and apply basic tactics. accurately replicate the correct bowling technique. To understand what makes a legal ball and penalty for persistent no balls. ● incorporate bowling, batting, fielding into a game of rounders. ● accurately replicate the batting technique. ● develop knowledge of rounders rules and use effective communication as a team. ● refine basic tactical ideas depending on successful outcomes. ● Bowler/backstop 1st/2nd base overarm throwing ● use both underarm and overarm throws depending on game situations. ● accurately replicate long barrier and use effectively in a game. ● develop communication skills, teamwork through rounders game play. ● understand the fielders roles and base responsibilities. ● perform and replicate a combination of skills to outwit opponents in a game situation. ● understand the fielders roles and base responsibilities. ● perform and replicate a combination of skills to outwit opponents in a game situation. ● understand basic tactics to outwit batters and fielders respectively. ● make effective evaluations of strengths and weaknesses, of self and others' performance. ● demonstrate the ability to outwit an opponent in a game situation using a range of batting, bowling and fielding techniques. ● demonstrate a variety of tactics based on the opposition. ● apply the 3 basic rules of rounders, ● demonstrate respecting the umpire in rounders ● demonstrate resilience in Rounders especially when your team is losing.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● that an effective warm up involves a pulse raising activity and stretching of the major muscles. ● what the role of the batter is. ● what the role of a bowler is. ● what the role of a fielder is. ● what the batting rules are when hitting and running. ● what the rules for the bowler are. ● what the fielding rules are. ● that the basic tactic for a batter is to hit to space. ● 3 basic rules of Rounders ● that it is important to respect the umpire and the reasons for this. ● that resilience is not giving up and that this is important if your team is losing in games.

Prior knowledge	Students will build on the aims of the Key Stage 2 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Year 8 students will get the opportunity to develop their skills and techniques in conditioned situations. ● Students will be able to access the extra-curricular Rounders opportunities. ● Students will be signposted to Rounders Clubs in the local area.
Key vocabulary	Bowler • Backstop • Batter • Rounder • Half-rounder • No ball • Long barrier • Relay throw • Spin • Field placement • Backing up • Communication • Decision making • Tactics • Outwit • Accuracy • Base • Stump • Deep field • Short field

Year 7 – Other Competitive Sports (Gymnastics, Athletics)

Topic Title	**Gymnastics**
Pupils will know	• Travel • Rolls • Balance • Transfer of weight • Transfer of skills onto apparatus • Sequence development
Pupils will know how to (procedural knowledge)	● perform an effective warm up, understanding its purpose and benefits for physical activity. ● develop knowledge and understanding of locomotion, using a variety of travelling techniques with control, coordination, and quality. ● perform a range of rolls with increasing confidence, control, and technical quality. ● develop knowledge and understanding of balance, performing a variety of balances on different body parts with stability and control. ● explore and apply transfer of weight, demonstrating a range of movement skills that shift weight safely and effectively between body parts. ● develop an understanding of safety in gymnastics, including the safe handling and setting up of apparatus. ● apply and combine gymnastic skills on apparatus, including travelling, balancing, rolling, and transferring weight. ● use acquired knowledge, skills, and understanding to create and perform a gymnastic sequence. ● identify the characteristics of a high-quality performance and use this understanding to evaluate and improve their own and others' work.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● that an effective warm-up involves a pulse-raising activity and stretching or mobilising the major muscles and joints in preparation for exercise. ● what locomotion is in gymnastics and the different ways the body can travel (e.g. jumping, hopping, skipping, turning and travelling). ● what a roll is and the key technical points required to perform different types of rolls safely. ● what a balance is and how body tension, centre of gravity and base of support affect stability. ● what transfer of weight is and how weight can be moved safely from one body part to another. ● what body tension is and why it is important when performing gymnastic skills.

	• what control is in gymnastics and how it contributes to the quality of a performance. • what fluency is in gymnastics and how movements can be linked smoothly and continuously. • what apparatus safety involves and how to set up, use and store equipment correctly. • what a sequence is in gymnastics and how skills can be combined to create a routine. • what the key components of a successful gymnastic sequence are, including a clear start and finish, variety, control and fluency. • that high-quality gymnastic performances demonstrate control, precision, body tension, fluency and safe technique. • that feedback can be used to evaluate and improve the quality of a performance.
Prior knowledge	Students will build on the aims of the Key Stage 2 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Year 8 students will get the opportunity to develop their skills and techniques in conditioned situations. • Students will be able to access the extra-curricular Gymnastics opportunities. • Students will be signposted to Gymnastics Clubs in the local area. • Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	• Safety, warm-up, stretching, apparatus, travel, transitional movements, pathways, levels, direction, speed, dynamics, balance, transfer of weight, body tension, extension, control, jump, roll, balance, rotation, sequence, routine, fluency, flow, technique, performance, aesthetically pleasing, evaluation, feedback.

Topic Title	**Athletics**
Pupils will know	• Shot Put • Discus • Javelin • High Jump • Long Jump • Triple Jump • Sprints • Distance • Hurdles • Relay
Pupils will know how to (procedural knowledge)	• perform the correct sprinting technique in the sprinting events of the 100 Metres, 200 Metres, 300 Metres and Relays. • perform the correct running technique in the mid to long distance events of the 800 Metres and 1500 Metres. • apply the tactic of pacing in the 800 Metres and 1500 Metres. • perform the different throwing events of the Discus, Shot Put and Javelin. • perform the different jumping events of the Long Jump, Triple Jump and High Jump. • complete an effective warm up and perform an effective warm up.
Core knowledge to know and remember to progress to later learning	• that the correct running technique involves you keeping your head straight, using the correct arm technique, using the opposite arm with the opposite leg, taking longer strides and running on the balls of the feet. • what a relay race is and know what the correct technique for relay changeovers is. • that the correct throwing technique involves the correct grip, movement and release alongside only throwing when it is safe to do so. • that the correct jumping technique involves the correct run, up, correct take-off

(foundational knowledge)	and correct landing. ● that a tactic that can be applied in mid to long distance activities is pacing. ● that aerobic exercise is exercise using oxygen and is needed in the mid to longer distance Athletics events that are over a longer time. ● that anaerobic exercise is exercise without oxygen and is needed in the sprinting events, jumping events and throwing events. ● that resilience is not giving up and that is important in longer distance Athletics events. ● that an effective warm up involves a pulse raising activity and stretching of the major muscles.
Prior knowledge	Students will build on the aims of the Key Stage 2 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Year 8 students will get the opportunity to develop their skills and techniques in conditioned situations. ● Students will be able to access the extra-curricular athletics opportunities. ● Students will be signposted to Athletics Clubs in the local area. ● Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	● Track/track events, sprint, distance, hurdles, relay, baton, leg, lane, lap, changeover box, false start, starting blocks/start line, finish line, field events, long jump, high jump, crossbar, triple jump, shot put, discus, javelin, aerobic, anaerobic, lactic acid, oxygen, energy, diet.

Year 7 – Dance

Topic Title	**Dance**
Pupils will know	• Thriller theme • Timing • Motif development • Floor Patterns • Cannon • Unison
Pupils will know how to (procedural knowledge)	● complete an effective warm-up and explain why it prepares the body for dance. ● perform a range of basic dance movement patterns with fluency and control. ● demonstrate correct technique, balance and coordination when performing a basic motif. ● perform a variety of formations and transitions within a dance. ● demonstrate the use of levels and pathways of movement within a routine. ● demonstrate the use of relationships by practicing spatial awareness, synchronization, and timing like unison or canon within a routine. ● demonstrate an awareness of timing, rhythm and musicality. ● combine and link movements to create a simple dance sequence. ● perform a short dance sequence with fluency, confidence and expression. ● work effectively with others to create and perform a group dance. ● demonstrate the ability to evaluate their own and others' performances using appropriate dance vocabulary. ● apply feedback to refine and improve the quality of a performance.

Core knowledge to know and remember to progress to later learning (foundational knowledge)	• that an effective warm up involves a pulse raising activity and stretching of the major muscles. • how to stay in time with the rhythm and count beats accurately. • what a motif is in Dance. • what formation is in Dance. • what is canon and unison in Dance. • how to perform basic dance movements with accuracy, control and fluency. • how to use relationships in Dance. • how to incorporate high, medium and low levels and different floor patterns. • how to perform with confidence, using body language and facial expression to communicate character and mood. • how to evaluate performances, then apply feedback to refine and improve.
Prior knowledge	Students will build on the aims of the Key Stage 2 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Year 8 students will get the opportunity to develop their skills and techniques in conditioned situations. • Students will be able to access the extra-curricular Dance opportunities. • Students will be signposted to Dance Clubs in the local area. • Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	• Warm-Up, Motif, Fluency, Coordination, Levels, Pathways, Formations, Transitions, Musicality, Evaluation**,** Space, Dynamics, Relationships, Unison, Canon, Choreography, Focus, Character.

Year 7 - Fitness

Topic Title	**Fitness**
Pupils will know	• Circuit Training • HiiT Training • Continuous Running• Interval Training
Pupils will know how to (procedural knowledge)	• effectively participate in continuous training. • effectively participate in interval training. • effectively participate in circuit training. • Effectively participate in Hiit Training • take an effective heart rate before, during and after exercise. • Know 3 benefits of a healthy and active lifestyle.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• that endurance is where you work or exercise for a long period of time without tiring. • that continuous training/interval training/HiiT will improve cardiovascular endurance and circuit training will improve muscular endurance. • that heart rate is the number of times your heart beats per minute and is measured in beats per minute (bpm). • 3 benefits of a healthy and active lifestyle. • that an effective warm up involves a pulse raising activity and stretching of the major muscles.

Prior knowledge	Students will build on the aims of the Key Stage 2 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Year 8 students will get the opportunity to develop their skills and techniques in conditioned situations. ● Students will be able to access the extra-curricular Fitness opportunities. ● Students will be signposted to Fitness Clubs in the local area. ● Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	● Stretch, pulse raiser, warm up, circuit, HiiT, Australian Running

Year 8 overview

Topic Title	**Students are taught to:** ● **use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]** ● **develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]** ● **perform dances using advanced dance techniques within a range of dance styles and forms** ● **take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group** ● **analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best** ● **take part in competitive sports and activities outside school through community links or sports clubs**
Pupils will know	● develop competence to excel in a broad range of physical activities ● are physically active for sustained periods of time ● engage in competitive sports and activities ● lead healthy, active lives
Pupils will know how to (procedural knowledge)	● know, apply and understand the matters, skills and processes specified in the relevant programme of study.
Core knowledge to know and remember to progress to later learning	● Students to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. ● Students should understand what makes a performance effective and how to apply these principles to their own and others' work. ● Students should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

(foundational knowledge)	
Prior knowledge	• Students should build on and embed the physical development and skills learned in Year 7.
Future knowledge	Students should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Students are taught to: • use and develop a variety of tactics and strategies to overcome opponents in **team and individual games** [for example, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] • develop their technique and improve their performance in **other competitive sports** [for example, athletics and gymnastics], or **other physical activities** [for example, dance] • take part in further **outdoor and adventurous activities** in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group • **evaluate** their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best • continue to take part regularly in **competitive sports** and activities outside school through community links or sports clubs.
Key vocabulary	• Aerobic • Anaerobic • Cardiovascular Endurance • Agility • Flexibility • Tactics • Strategy • Technique • Feedback • Analyse • Compare • Evaluate

Year 8 – Team and Individual Games (Football, Rugby Union/League, Netball, Hockey, Basketball, Tennis, Rounders, Cricket)

Topic Title	**Football**
Pupils will know	• Passing • Turning • Control • Dribbling • Running with the ball • Shooting • Defending • Possession • Receiving

Pupils will know how to (procedural knowledge)	• perform dribbling with different parts of both feet. • perform dribbling with fluency in a 1 v 1 situation. • perform controlling the ball with different parts of the foot. • perform short passing with the inside of your foot. • perform basic longer passing with the laces. • perform a block tackle and slide tackle. • perform basic possession in a 4 v 1 situation. • perform shooting using the laces for power and side of the foot for accuracy. • explain the 5 basic rules of football • demonstrate respecting the referee in Football. • demonstrate resilience in Football. • complete an effective cool down and perform an effective cool down.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• that dribbling can be used to outwit an opponent and win a 1 v 1 duel. • that a first touch and control must be close to the body. • that short passing is completed with the inside of the foot or the outside of the foot. • that longer passing is completed with the laces. • that tackling can be completed through a block tackle and slide tackle. • what possession is and how it can be used to keep the Football away from opponents. • that shooting with the laces will provide power and shooting with the side of the foot will provide accuracy. • explain the 5 basic rules of Football • that it is important to respect the referee and explain the reasons for this. • what 2 benefits of a cool down are.
Prior knowledge	Students will build on their experiences in Year 7 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Year 9 students will get the opportunity to develop their skills and techniques in conditioned situations. • Students will be able to access the extra-curricular Football opportunities. • Students will be signposted to Football Clubs in the local area. • Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	• Pass, shoot, tackle, defend, dribble, save, attack, corner, free-kick, penalty, offside

Topic Title	**Rugby League**
Pupils will know	• Ball familiarisation • Handling • Passing • Tackling • Kicking • Tactical Play • Scrums

Pupils will know how to (procedural knowledge)	● develop and replicate fundamental rugby handling skills. To be able to perform these in a small sided game to maintain ball possession & outwit opponents. To confidently describe the rules of rugby league. ● understand and accurately replicate a successful pass, and how to receive it. To create and develop varying strategic ways of getting past defenders. To understand the rules of rugby league i.e. 6 tackles + play the ball. To perform skills in a small sided game with less pressure from opposition. ● develop an understanding and knowledge of tackling technique. To replicate the correct technique on advancing opposition. To understand the safety aspects of rugby tackles. To understand the rules regarding tackling within the game. ● Encourage structure and decision making - how many are required to win the ball, which player acts as scrum half, hooker etc. How do the defending team set up to reduce the next threat. ● be able to perform the correct kicking technique out of hand with control and accuracy. To begin to combine the use of passing and kicking to outwit opponents. To understand when to use the kick and the advantages gained from it. To develop a confident understanding of the rules and laws of rugby league. ● develop knowledge and understanding of strategic play used to outwit opponents. To be able to change and refine tactics based on the analysis of certain plays and opposition. To confidently describe the laws of rugby league and officiate parts of a game.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● that an effective warm up involves a pulse raising activity and stretching of the major muscles. ● Decision making of whether to pass, run or kick to outwit an opponent. ● carrying the ball with 2 hands to increase success of keeping possession . ● ‘W’ shape on the ball when carrying and passing the ball. ● arms pointing towards the person you are passing to when releasing the ball from your hands. ● tackling is used to stop opponents gaining metres up the field and scoring tries. ● what possession is and how it can be used to keep the ball away from opponents and using all 6 tackles available. ● kicking the ball with the laces will provide power. ● Understand the basic laws of the game for both attack and defence. ● that it is important to respect the referee and the reasons for this. ● that resilience is not giving up and that this is important if your team is losing in games.
Prior knowledge	Students will build on their experiences in Year 7 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Year 9 students will get the opportunity to develop their skills and techniques in conditioned situations. ● Students will be able to access the extra-curricular Rugby opportunities. ● Students will be signposted to Rugby Clubs in the local area.

	• Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	• Carry (grip), Passing, Running with the ball, Try, Support, Offside, Tackle, Held, Move, Play the ball, Depth and width in attack, Contact, Line speed, Identification of space, Tackle Release, Outwit, Peripheral Vision, principles of attack and defence, finding and using space, changing speed, Agility, Sidestep, Fend being direct, marking, covering, delaying, moving feet, watching the ball.

Topic Title	**Netball**
Pupils will know	• Footwork • Passing • Single dodge • Double dodge • Attacking • Timing • Shooting • Defending • Penalty Pass
Pupils will know how to (procedural knowledge)	• perform a range of passing techniques accurately including chest, shoulder, bounce and overhead passes in conditioned practices. • perform single and double dodges to create space and receive the ball under pressure. • apply correct footwork and pivoting consistently within game situations. • develop attacking timing and movement to maintain possession and create scoring opportunities. • demonstrate effective communication when attacking and defending. • perform accurate shooting from a range of positions within the shooting circle. • apply man-to-man marking and interception techniques to regain possession. • understand and apply the penalty pass, throw-in and centre pass rules within small-sided games. • demonstrate tactical awareness by selecting the most effective attacking and defensive options. • evaluate individual and team performances and suggest improvements using appropriate netball terminology.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• that accurate passing relies on correct timing, weight and direction of the pass. • that effective dodging combines changes of speed and direction to lose a defender. • that pivoting protects possession and creates better passing options. • that communication improves attacking movement and defensive organisation. • that attackers should create width and depth to stretch the defence. • that defenders should stay goal-side, mark closely and attempt interceptions legally. • that shooting accuracy improves through correct body alignment, balance and follow-through. • the rules relating to footwork, contact, obstruction, penalty passes and centre passes. • that evaluating performance helps identify strengths and areas for improvement.
Prior knowledge	Students will build on their experiences in Year 7 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Year 9 students will get the opportunity to develop their skills and techniques in conditioned situations. • Students will be able to access the extra-curricular Netball opportunities. • Students will be signposted to Netball Clubs in the local area.

	• Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	• Footwork • Pivot • Single dodge • Double dodge • Shoulder pass • Bounce pass • Chest pass • Overhead pass • Marking • Interception • Goal-side • Centre pass • Penalty pass • Obstruction • Contact • Timing • Space • Width • Communication

Topic Title	**Hockey**
Pupils will know	• Dribbling • Stick work • Slap pass • Shooting • Passing and moving • Defending • Jab Tackle
Pupils will know how to (procedural knowledge)	• accurately replicate an effective dribbling technique, showing control, changes of speed and direction. • have the opportunity to apply these skills in a small sided game. • be able to perform an effective pass and receive the ball with control on the move. • apply a number of rules to self officiate small sided games. develop passing and receiving skills within a game under pressure. • understand the need to create space and move the ball into wide areas. develop the ability to outwit opponents using passing and receiving in attacking strategies. • perform skills in a small sided game. • accurately replicate jab tackle technique in isolation and under pressure in a game. • understand when to use the jab tackle in a game. • demonstrate knowledge and understanding of positions and rules in hockey. • perform an effective push and slap shot towards goal developing accuracy and control. • demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• to control when dribbling and passing in game situations. • the importance of accurate passing and passing to a player's open stick. • the purpose and key teaching points of the jab tackle. • when the jab tackle is most effective and appropriate in game situations. • when to use push passes and slap passes including when shooting in game situations. • when and how to use push and slap passing in a game situation. • how to self-officiate small sided games, applying the rules correctly.
Prior knowledge	Students will build on their experiences in Year 7 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. • Push passing in game situations to develop shooting. • Basic understanding of the rules and positions in 7-aside games. • Grip, stance and open and reverse stick dribbling.

Future knowledge	• In Year 9 students will get the opportunity to develop their skills and techniques in game situations. • Students will be able to learn how to hit the ball. • Students will be able to access the extra-curricular Hockey opportunities. • Students will be signposted to Hockey Clubs in the local area. • Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	Slap pass • Jab tackle •Reverse stick• Formations • Placement • Accuracy •Precision

Topic Title	**Basketball**
Pupils will know	• Ball familiarisation • Passing • Receiving • Dribbling • Pivoting • Set Shot • Lay up • Jump Shot • Defending
Pupils will know how to (procedural knowledge)	• be able to perform passing and receiving techniques and use them to outwit opposition. To be able to perform these in a small sided game with success. To use dribbling technique correctly and understand what constitutes a double dribble and traveling. • develop an understanding about attacking principles related to basketball. To perform and accurately replicate a range of dribbling skills to outwit opponents. To understand the need of tactical movements and strategies to invade opponents half. To demonstrate a developing understanding of basketball. • be able to outwit opponents with the use of defending skills. *i.e. interception, strip, side step*. To be able to perform skills in a small sided game making decisions about how best to stop opposition. To develop an understanding about rebounding and accurately replicate. To develop knowledge of basketball rules (i.e. contact) • understand and know the benefits of types of shots. To develop their understanding and knowledge of how to execute a successful set shot. To be able to outwit opponents using learnt skills and techniques. To develop an understanding of the importance of width and playing into space in order to attack. • perform the jump shot appreciating the outcome necessary. To develop their understanding and knowledge of how to outwit an opponent using accurate replication of shooting techniques. To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful. • Promote the concept of retreating to defend your own basket when possession is turned over. • Demonstrate understanding of how to protect a zone around the key • Offence can demonstrate passing and movement skills to break down the defence • demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To accurately replicate actions and sequences. To show their knowledge and understanding of the rules in basketball.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• that an effective warm up involves a pulse raising activity and stretching of the major muscles. • rules of dribbling • that dribbling can be used to outwit an opponent. • that interceptions are used to win the ball back safely. • what possession is and how it can be used to keep the basketball away from opponents. • 3 basic rules of Basketball

	• that it is important to respect the referee and the reasons for this. • that resilience is not giving up and that this is important if your team is losing in games.
Prior knowledge	Students will build on their experiences in Year 7 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Year 9 students will get the opportunity to develop their skills and techniques in conditioned situations. • Students will be able to access the extra-curricular Basketball opportunities. • Students will be signposted to Basketball Clubs in the local area. • Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	• Stance, Triple threat, Jump, Pivot, Chest pass, Bounce pass, Double dribble, Travel, Back court violation, Lay -up, Free throws, Contact, Sideline

Topic Title	**Tennis**
Pupils will know	• Forehand • Backhand • Serve • Rules • Volley • Placement •Topspin • Doubles
Pupils will know how to (procedural knowledge)	• return to the ready position and position themselves tactically to return shots. • how to outwit an opponent with deeper shots. • further develop the forehand technique following through and starting to add topspin. • accurately replicate the basic technique for a backhand and will understand the importance of movement & preparation for an effective backhand drive. • be able to use the backhand & forehand strokes to return a ball accurately in a rally. • understand and perform a volley in isolation. • understand the rules and scoring for a game of doubles. To know the positioning for the serving team and the receiving team in a game of doubles. • demonstrate the ability to outwit an opponent in a game situation using the appropriate skills & techniques already learnt. • to demonstrate a variety of tactics based on the movement of others & the ball.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• the correct technique for the forehand, backhand, ready position and volley. • the importance of recovering to the ready position after every shot. • how deeper shots can move an opponent and create space to win a point. • the rules, scoring and court positioning in doubles tennis. • how topspin affects the flight and bounce of the ball. • that tactics and game application should be adapted based on the position of the opponent and the ball.

Prior knowledge	Students will build on their experiences in Year 7 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. ● Progression from the technique and movement, to the tactics and game situations.
Future knowledge	● In Year 9 students will get the opportunity to develop their skills and techniques in conditioned situations. ● More competitive opportunities in year 9. ● Students will be able to access the extra-curricular Tennis opportunities. ● Students will be signposted to Tennis Clubs in the local area. ● Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	● Doubles, tram lines, drop shot, lob, smash, 'ace', smash, foul, split step, approach.

Topic Title	**Rounders**
Pupils will know	• Underarm throw • Overarm throw • Catching • Bowler/Back Stop/1 st Base • Batting • Fielding • Positions
Pupils will know how to (procedural knowledge)	● accurately replicate throwing, catching and long barrier and use effectively in a game. ● develop creative thinking & outwitting opponents. ● be able to play a game in which they understand and apply basic tactics. ● develop communication skills, teamwork through rounders game play. ● accurately replicate a legal bowling technique. To incorporate spin & disguise into bowling to outwit batter. To understand what makes a legal ball and penalty for 3 no balls. To incorporate bowling, batting, fielding technique into a full game of rounders. ● accurately replicate the batting technique. To develop the ability to hit the ball into space in relation to fielders. To refine tactical ideas depending on opposition. To analyse individual strengths and make tactics changes to the batting order/field positions as a result. ● explore rounders positions and the relevant roles at each point. ● develop knowledge of backstop to 2nd base tactics. ● understand the need to change field positioning depending on batters set up. *i.e. left hander*, batters position on pitch. *i.e. waiting at a base.* ● develop creative thinking & outwitting opponents during a game. ● explore rounders positions and the relevant roles at each point. ● develop knowledge of backstop to 1st base tactics. ● understand the need to change field positioning depending on batters set up. *i.e. left hander*, batters position on pitch. *i.e. waiting at a base.* ● develop creative thinking & outwitting opponents during a game. ● use both underarm and overarm throws depending on game situations. ● accurately replicate the long barrier and use it effectively in a game. ● develop communication skills, teamwork through rounders game play. ● perform and replicate a combination of skills to outwit opponents in a game situation. ● understand the importance of judgment as a batter in response to fielders actions. ● make effective evaluations of strength and weaknesses, of self and others' performance.

	● demonstrate the ability to outwit an opponent in a game situation using a range of batting, bowling and fielding techniques. ● demonstrate a variety of tactics based on the opposition. ● perform effective communication and teamwork skills.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● that successful batters vary shot selection to exploit space and manipulate field placements. ● that successful bowlers vary pace, accuracy and trajectory whilst consistently delivering legal balls. ● that communication and teamwork are essential to successful fielding performance. ● that field positioning should change depending on the strengths of individual batters. that quick decision making improves the likelihood of achieving outs and preventing rounders. ● that tactical awareness is as important as technical ability during competitive play. ● that leadership involves organising teammates, encouraging communication and making tactical decisions. ● that officials must apply the rules consistently to ensure fair competition. ● that evaluating performance allows players to identify strengths and areas for development. ● that resilience, honesty and respect contribute to successful participation and competition.
Prior knowledge	Students will build on their experiences in Year 7 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Year 8 students will get the opportunity to develop their skills and techniques in conditioned situations. ● Students will be able to access the extra-curricular Rounders opportunities. ● Students will be signposted to Rounders Clubs in the local area.
Key vocabulary	● Tactical awareness ● Placement ● Strike ● Backstop ● Relay fielding ● Long barrier ● Power ● Accuracy ● Decision making ● Leadership ● Communication ● Outwit ● Anticipation ● Positioning ● Officiating ● Strategy ● Field placement ● Game management ● Performance analysis

Topic Title	Cricket
Pupils will know	• Catching • Batting • Bowling • Fielding
Pupils will know how to (procedural knowledge)	• perform the hit effectively and into space when batting in conditioned situations. • field effectively in order to retrieve the ball quickly to stop the scoring runner and demonstrate this in conditioned situations. • perform the correct technique to bowl, throw and retrieve, and demonstrate this in conditioned situations. • perform effectively in a range of different fielding positions in a conditioned game. • bowl within the rules of the game and demonstrate this in conditioned situations. • field to ensure you are not impeding the batter and demonstrate this is conditioned situations. • apply basic tactics in conditioned situations.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• what the role of the batter is. • what the role of a bowler is. • what the role of a fielder is. • what the batting rules are when hitting and running. • what the rules are for the bowler. • what the fielding rules are. • that a tactic is to throw to second base to stop the batter scoring. • that a tactic is to hit to space when batting.
Prior knowledge	Students will build on their experiences in Year 7 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Year 9 students will get the opportunity to develop their skills and techniques in conditioned situations. • Students will be able to access the extra-curricular Cricket opportunities. • Students will be signposted to Cricket Clubs in the local area. • Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	• Bat, ball, throw, catch, field, wicket, four, six, out, stump

Year 8 – Other Competitive Sports (Gymnastics, Athletics)

Topic Title	Gymnastics
Pupils will know	• Safety • 5 basic jumps • 5 phases of vaulting • Squat on • Through vault • Straddle vault • Dive forward roll

Pupils will know how to (procedural knowledge)	● set out and store gymnastics apparatus safely. ● demonstrate an understanding of safe working practices when using apparatus. ● perform the five basic jumps (1-1, 1-2, 2-2, 2-1, 1-other) and understand how to use the apparatus to achieve flight. ● apply the phases of vaulting (run-up, take-off, flight on, strike (hand placement) flight off and landing, on a range of apparatus. ● develop performance of a through vault, straddle vault, squat on and a dive forward roll. This may require replicating vaulting techniques over differentiated apparatus. ● evaluate others' performance and provide effective feedback ● refine performance through practice and application of feedback.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● how to use springboards and mats safely. ● the importance of spotting, space awareness and following teacher instructions. ● the phases of vaulting (run up, take-off, flight on, strike, flight off and landing phases). ● the technique for a squat on, through vault, straddle vault and a dive forward roll. ● that increasing speed in the run-up creates greater momentum for the vault. ● the purpose of the springboard in generating height and power. ● that strong body tension helps maintain control throughout the vault. ● that an effective hand strike creates lift and supports safe flight. ● the importance of extending through the hips, shoulders and arms to maximise flight. ● that a controlled landing requires balance, bent knees and stability. ● the key teaching points of a squat on. ● the key teaching points of a through vault. ● the key teaching points of a straddle vault. ● that fluent, controlled movements make a performance more aesthetically pleasing. ● how to identify the strengths and weaknesses of a vault and provide constructive peer feedback.
Prior knowledge	Students will build on their experiences in Year 7 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Year 9 students will get the opportunity to develop their skills and techniques in conditioned situations. ● Students will be able to access the extra-curricular Gymnastics opportunities. ● Students will be signposted to Gymnastics Clubs in the local area. ● Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	● Run-up, take-off, springboard, strike (hand placement), body tension, extension, flight on, flight off, landing, balance, control, coordination, momentum, power, accuracy, technique, straddle vault, through vault, dive forward roll, buck, pommel horse, box, aesthetically pleasing, peer assessment, feedback, evaluation.

Topic Title	Athletics
Pupils will know	• Shot Put • Discus • Javelin • High Jump • Long Jump • Triple Jump • Sprints • Distance • Hurdles • Relay
Pupils will know how to (procedural knowledge)	• perform the correct sprinting technique in the sprinting events of the 100 Metres, 200 Metres, 300 Metres and Relays and demonstrate this in conditioned situations. • perform the correct running technique in the mid to long distance events of the 800 Metres and 1500 Metres and demonstrate this in conditioned situations. • perform the different throwing events of the Discus, Shot Put and Javelin and demonstrate this in conditioned situations. • perform the different jumping events of the Long Jump, Triple Jump and High Jump and demonstrate this in conditioned situations. • apply different tactics and strategies in sprinting events and longer distance events in Athletics.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• what the correct running technique is for sprinting and mid to long distance activities. • what the correct technique for relay changeovers is. • what the correct throwing technique is for the Discus, Shot Put and Javelin in Athletics. • what the correct jumping technique is in different jumping events in Athletics. • that cardiovascular endurance and muscular endurance are needed in long distance Athletics activities. • that speed, strength and power are needed in the throwing and jumping Athletics events. • that aerobic exercise is exercise using oxygen and is needed in the mid to longer distance Athletics events that are over a longer time. • that anaerobic exercise is exercise without oxygen and is needed in the sprinting events, jumping events and throwing events. • know that lactic acid is produced when we work anaerobically and this will have a negative impact on performance. • that oxygen is key to removing lactic acid from the body. • that resilience is not giving up and that is important in longer distance Athletics events.
Prior knowledge	Students will build on their experiences in Year 7 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Year 9 students will get the opportunity to develop their skills and techniques in conditioned situations. • Students will be able to access the extra-curricular Athletics opportunities. • Students will be signposted to Athletics Clubs in the local area. • Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	• Track/track events, sprint, distance, hurdles, relay, baton, leg, lane, lap, changeover box, false start, starting blocks/start line, finish line, field events, long jump, high jump, crossbar, triple jump, shot put, discus, javelin, aerobic, anaerobic, lactic acid, oxygen, energy, diet.

Year 8 – Dance

Topic Title	Dance
Pupils will know	• Rock ‘n’ roll theme • Individual movement ideas • Partner movement ideas • Lift and slides • Linking movements
Pupils will know how to (procedural knowledge)	• complete an effective warm-up to prepare the body for dance. • perform a range of rock ‘n’ roll movement patterns with fluency and control. • demonstrate correct technique, balance and coordination when performing basic rock ‘n’ roll moves, lifts and slides. • perform a variety of formations and transitions within a dance. • demonstrate the use of levels and pathways of movement within a routine. • demonstrate the use of relationships by practicing spatial awareness, synchronization, and timing like unison or canon within a routine. • demonstrate an awareness of timing, rhythm and musicality. • combine and link movements to create a rock ‘n’ roll dance sequence. • perform a rock ‘n’ roll dance sequence with fluency, confidence and expression. • work effectively with a partner to create and perform a rock ‘n’ roll dance performance. • demonstrate the ability to evaluate their own and others' performances using appropriate dance vocabulary. • apply feedback to refine and improve the quality of a performance.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• how to stay in time with the rhythm and count beats accurately. • what a motif is in Dance. • what formation is in Dance. • what is canon and unison in Dance. • how to perform a range of dance movements with accuracy, control and fluency. • how to use relationships in Dance. • how to incorporate high, medium and low levels and different floor patterns. • how to perform with confidence, using body language and facial expression to communicate mood. • how to evaluate performances, then apply feedback to refine and improve.
Prior knowledge	Students will build on their experiences in Year 7 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Year 9 students will get the opportunity to develop their skills and techniques in conditioned situations. • Students will be able to access the extra-curricular Dance opportunities. • Students will be signposted to Dance Clubs in the local area. • Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	• Warm-Up, Motif, Fluency, Coordination, Levels, Pathways, Formations, Transitions, Musicality, Evaluation**,** Space, Dynamics, Relationships, Unison, Canon, Lifts, Slides, Choreography, Focus, Character.

Year 8 - Outdoor and Adventurous Activities

Topic Title	Orienteering
Pupils will know	• Health & Safety • Setting a map • Teamwork • Pacing • Short Course • Long Course • Route Planning • Star Course • Combinations
Pupils will know how to (procedural knowledge)	● interpret the different symbols on a map. ● complete orienting of the map. ● find control points and demonstrate finding control points. ● to work with a partner to move quickly/safely between control points in order to navigate effectively in Orienteering. ● utilise cardiovascular endurance fitness effectively to complete an Orienteering course.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● what the different symbols mean on a map. ● what orienting the map is. ● what a scale of a map is. ● what a control point on a map is. ● that effective navigation involves moving safety and quickly between control points. ● that different types of technology include equipment, clothing, waterproof technology and global positioning systems (GPS). ● at least 3 different types of terrain linked to OAA. ● how utilising cardiovascular endurance fitness can lead to a successful completion of an Orienteering course.
Prior knowledge	Students will build on their experiences in Year 7 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Year 9 students will get the opportunity to develop their skills and techniques in conditioned situations. ● Students will be able to access the extra-curricular Orienteering opportunities. ● Students will be signposted to Orienteering Clubs in the local area.
Key vocabulary	● Map, orienting, control point/checkpoint, control description, course, timekeeping, route/route planning, scale, terrain, hazard, compass, legend, star event, score event.

Year 8 - Fitness

Topic Title	Fitness
Pupils will know	• Circuit Training • HiiT Training • Continuous Running• Interval Training
Pupils will know how to (procedural knowledge)	● effectively participate in continuous training. ● effectively participate in interval training. ● effectively participate in circuit training. ● effectively participate in high intensity interval training (HIIT). ● take an effective heart rate before, during and after exercise. ● Know 3 benefits of a healthy and active lifestyle and know how to explain these.

Core knowledge to know and remember to progress to later learning (foundational knowledge)	• that continuous training is exercise without rest. • that interval training/HiiT is exercise followed by rest. • that circuit training is completing a series of stations or exercises. • that heart rate is measured in beats per minute. • what 3 benefits of a healthy and active lifestyle are and be able to explain these.
Prior knowledge	Students will build on their experiences in Year 7 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Year 9 students will get the opportunity to develop their skills and techniques in conditioned situations. • Students will be able to access the extra-curricular Fitness opportunities. • Students will be signposted to Fitness Clubs in the local area. • Theory links to AQA GCSE PE and OCR Sports Studies will be taught through declarative knowledge.
Key vocabulary	• Stretch, pulse raiser, warm up, circuit, HiiT, Australian Running

Year 9 overview

Topic Title	**Students are taught to:** • **use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]** • **develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]** • **perform dances using advanced dance techniques within a range of dance styles and forms** • **take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group** • **analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best** • **take part in competitive sports and activities outside school through community links or sports clubs**
Pupils will know	• develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives
Pupils will know how to (procedural knowledge)	• know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Students to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. ● Students should understand what makes a performance effective and how to apply these principles to their own and others' work. ● Students should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.
Prior knowledge	● Students should build on and embed the physical development and skills learned in Years 7 & 8.
Future knowledge	Students should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Students are taught to: ● use and develop a variety of tactics and strategies to overcome opponents in **team and individual games** [for example, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] ● develop their technique and improve their performance in **other competitive sports** [for example, athletics and gymnastics], or **other physical activities** [for example, dance] ● take part in further **outdoor and adventurous activities** in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group ● **evaluate** their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best ● continue to take part regularly in **competitive sports** and activities outside school through community links or sports clubs.
Key vocabulary	● Aerobic ● Anaerobic ● Cardiovascular Endurance ● Flexibility ● Muscular Strength ● Agility ● FITT Principle ● Technique ● Strategy ● Tactic ● Evaluate ● Communication ● Teamwork ● Marking ● Possession ● Decision Making

Year 9 – Team and Individual Games (Football, Rugby Union/League, Netball, Hockey, Basketball, Table Tennis Tennis, Rounders, Cricket)

Topic Title	Football
Pupils will know	• Passing • Turning • Control • Dribbling • Running with the ball • Shooting • Defending • Possession • Receiving
Pupils will know how to (procedural knowledge)	● perform a range of different Football skills in Football including tackling, short passing, long passing, heading, crossing & shooting in competitive situations. ● apply some of the main rules of Football in competitive situations. ● apply different formations in Football in competitive situations. ● apply the different tactics in Football in competitive situations. ● perform exercise as part of a healthy and active lifestyle.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● what some of the different skills in Football are including tackling, short passing, long passing, heading, crossing & shooting, and know when to apply these in competitive situations. ● what some of the main rules in Football are. ● that an attacking formation in Football is 4/3/3 and a defensive formation is 5/3/2. ● what different tactics are in Football and apply these in competitive situations. ● that improved cardiovascular endurance or stamina will help a Football player to last the full game without tiring.
Prior knowledge	Students will build on their experiences in Year 7 and 8 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Key Stage 4 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle. ● Students will also get the opportunity to choose AQA GCSE PE or OCR Sports Studies as one of their options. ● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community.
Key vocabulary	● Pass, shoot, tackle, defend, dribble, save, attack, corner, free-kick, penalty, offside

Topic Title	Rugby League
Pupils will know	• Ball familiarisation • Handling • Passing • Tackling • Scrums

Pupils will know how to (procedural knowledge)	● accurately replicate prior learnt types of passes. To be able to perform these in a game to retain ball possession & outwit opposition. To describe the difference in rules of rugby league. To understand what the use of space means for attacking opportunities. ● develop knowledge and understanding of strategic play used to outwit opponents. To be able to develop and refine tactics based on the analysis of opposition. To understand the rules of rugby league and begin to correctly officiate. ● develop an understanding and knowledge of how to perform a play the ball and the roles of support players. To replicate the correct tackling. To understand the safety aspects of rugby tackling and the rules regarding offside and high tackles. ● To combine the use of passing, tackling & rucking to outwit opponents. To develop a confident understanding of the rules and laws of rugby league. ● develop the knowledge and understanding of how to form a man scrum. To understand and accurately describe the scrum positions. To develop knowledge of when a scrum is used.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● that an effective warm up involves a pulse raising activity and stretching of the major muscles. ● Decision making of whether to pass, run or kick to outwit an opponent. ● carrying the ball with 2 hands to increase success of keeping possession . ● 'W' shape on the ball when carrying and passing the ball. ● arms pointing towards the person you are passing to when releasing the ball from your hands. ● tackling is used to stop opponents gaining metres up the field and scoring tries. ● what possession is and how it can be used to keep the ball away from opponents and using all 6 tackles available. ● kicking the ball with the laces will provide power. ● Understand the basic laws of the game for both attack and defence. ● that it is important to respect the referee and the reasons for this. ● that resilience is not giving up and that this is important if your team is losing in games.
Prior knowledge	Students will build on their experiences in Year 7 and 8 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Key Stage 4 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle. ● Students will also get the opportunity to choose AQA GCSE PE or OCR Sports Studies as one of their options. ● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community.
Key vocabulary	● Carry (grip), Passing, Running with the ball, Try, Support, Offside, Tackle, Held, Move, Play the ball, Depth and width in attack, Contact, Line speed,

	Identification of space, Tackle Release, Outwit, Peripheral Vision, principles of attack and defence, finding and using space, changing speed, Agility, Sidestep, Fend being direct, marking, covering, delaying, moving feet, watching the ball.

Topic Title	**Netball**
Pupils will know	Passing • Receiving • Dodging • Attacking • Defending • Shooting • Tactical Play • Formations • Communication • Officiating
Pupils will know how to (procedural knowledge)	• perform a range of advanced passing techniques with consistency under competitive pressure. • apply advanced attacking movements including timed leads, double dodges and changing direction to create scoring opportunities. • perform effective shooting from a range of positions whilst under defensive pressure. • apply advanced defensive techniques including interceptions, marking, forcing errors and defending space. • understand and apply attacking and defensive formations appropriate to different game situations. • adapt tactics depending upon the strengths and weaknesses of the opposition. • demonstrate effective leadership and communication within full game situations. • accurately officiate games using the full rules of netball. • evaluate performances and make tactical adjustments during competitive play. • demonstrate the ability to consistently outwit opponents through skill execution, tactical awareness and teamwork.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• that successful performance requires selecting the most appropriate skill under pressure. • that attacking players should create width, depth and passing angles to maintain possession. • that defenders should force attackers away from dangerous areas whilst remaining within the rules. • that tactical adaptations should be made according to the score, opposition and stage of the game. • that effective communication improves decision making and team organisation. • the full rules relating to contact, obstruction, advantage, footwork and restarting play. • that leadership and officiating require confidence, fairness and knowledge of the rules. • that evaluating performance supports continuous improvement and tactical development. • that physical fitness, agility and decision making contribute to successful performance in competitive netball.
Prior knowledge	Students will build on their experiences in Year 7 and 8 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Key Stage 4 students will get the opportunity to continue to develop their

	skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle. ● Students will also get the opportunity to choose AQA GCSE PE or OCR Sports Studies as one of their options. ● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community.
Key vocabulary	● Attacking play • Defensive play • Centre pass • Set play • Formation • Interception • Screening • Timing • Width • Depth • Space • Decision making • Tactical awareness • Officiating • Advantage • Communication • Leadership • Transition • Possession • Rebound

Topic Title	**Hockey**
Pupils will know	• Dribbling on the move • Hitting • Passing and moving • Defending • V Drag • Penalty Corners • Formations • Teamwork
Pupils will know how to (procedural knowledge)	● demonstrate effective passing and receiving on the move under pressure. ● accurately replicate strong and weak side dribbling in conditioned situations and in varying game situations. ● refine knowledge and ability to beat defensive players. ● develop the ability to outwit opponents using passing and receiving in attacking strategies ● perform a V drag. ● be able to apply these skills effectively in a small sided game. ● understand and demonstrate the ability to beat a defender. ● perform skills under pressure and in a competitive situation.. ● accurately replicate tackling techniques to dispossess opposition. ● use the appropriate tackling technique in a game. ● implement penalty corners in a game. ● to create set plays within a penalty corner. ● to adapt from attacking to defensive roles when necessary.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● the purpose of passing and receiving on the move and how it helps maintain possession under pressure. ● the differences between strong side and weak/reverse dribbling and when each should be used. ● the principles of beating a defender, including changes of direction, speed, timing, and deception. ● the purpose of the V drag and when it can be used to create space or evade an opponent. ● how passing and movement can be combined to outwit opponents in attacking situations. ● the purpose of different tackling techniques and the key factors that make them effective and safe. ● when to use the appropriate tackling technique in different game situations. ● the rules, purpose, and procedures of a short corner. ● the roles and responsibilities of attacking and defending players during a short corner. ● the importance of transitioning quickly between attacking and defensive roles

	during a game. ● the basic positions in hockey and the main responsibilities associated with each role in an 11-a-side game. ● the importance of creating space and using width to support attacking play. ● how individual skills contribute to effective team performance in competitive game situations. ● the basic positions in hockey and associated roles in a 11 aside game. ● the importance of using width on a full pitch.
Prior knowledge	Students will build on their experiences in Year 7 and 8 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Key Stage 4 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle. ● Students will also get the opportunity to choose AQA GCSE PE or OCR Sports Studies as one of their options. ● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community.
Key vocabulary	● Penalty Corners, injection, trapping, box defence, v drag.

Topic Title	**Basketball**
Pupils will know	• Ball familiarisation • Passing • Receiving • Dribbling • Pivoting • Set Shot • Lay up • Jump Shot • Defending • 3 Man Weave

Pupils will know how to (procedural knowledge)	● be able to perform passing, receiving, dribbling, shooting techniques to outwit opposition. To be able to perform a combination of these skills in a small sided game with success. To understand and develop knowledge of required fitness and diet required to sustain a good basketball performance. ● perform and accurately replicate a range of lay up variations to outwit opponents. To understand the need of tactical movements and strategies to invade opponents half. To perform the non dominant lay up and make decisions about choice of techniques in each situation. ● be able to outwit opponents with the use of defending skills. *i.e. zone and man to man defense*. To be able to perform skills in a small sided game making decisions about how best to stop opposition. To develop an understanding about how to legally mark opponents. To develop knowledge of basketball specific fitness. ● develop an understanding about attacking principles related to basketball. To know the benefits of different strategies for attacking play. To perform and replicate a 3 man weave. To be able to outwit opponents using high quality skills and techniques. ● develop tactical strategies to outwit opponents. To understand and appreciate the need to use creativity when implementing strategies and refining ideas when unsuccessful. To understand and know advanced basketball rules. i.e. what makes a foul, contact & 3 seconds in the key. ● promote the concept of retreating to defend your own basket when possession is turned over. ● demonstrate understanding of how to protect a zone around the key ● show offence can demonstrate passing and movement skills to break down the defence ● demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To accurately replicate actions and sequences. To show their knowledge and understanding of the rules in basketball.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● that an effective warm up involves a pulse raising activity and stretching of the major muscles. ● rules of dribbling ● that dribbling can be used to outwit an opponent. ● that interceptions are used to win the ball back safely. ● what possession is and how it can be used to keep the basketball away from opponents. ● 3 basic rules of Basketball ● that it is important to respect the referee and the reasons for this. ● that resilience is not giving up and that this is important if your team is losing in games.
Prior knowledge	Students will build on their experiences in Year 7 and 8 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.

Future knowledge	• In Key Stage 4 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle. • Students will also get the opportunity to choose AQA GCSE PE or OCR Sports Studies as one of their options. • Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community.
Key vocabulary	• Stance, Triple threat, Jump, Pivot, Chest pass, Bounce pass, Double dribble, Travel, Back court violation, Lay -up, Free throws, Contact, Sideline

Topic Title	**Table Tennis**
Pupils will know	• Grip • Rallying • Backhand Push • Forehand Push • Topspin • Serve • Lob • Smash • Rules
Pupils will know how to (procedural knowledge)	• demonstrate the correct forehand grip in Table Tennis and demonstrate this in conditioned situations. • perform the serve in Table Tennis from the back of the table and demonstrate this in conditioned situations. • perform the forehand serve in Table Tennis and demonstrate this in conditioned situations. • perform the backhand serve in Table Tennis and demonstrate this in conditioned situations. • perform the push shot in Table Tennis and demonstrate this in conditioned situations • perform the drive in Table Tennis and demonstrate this in conditioned situations. • perform the smash in Table Tennis and demonstrate this in conditioned situations. • apply basic tactics/strategies in Table Tennis such and hitting/serving to space and demonstrate this is conditioned situations. • apply hand eye co-ordination when playing Table Tennis in order to see the ball and hit the ball. • perform different serves to outwit your opponent in competitive situations. • perform the defensive shot of the push shot in competitive situations. • perform the attacking shots of the drive shot and smash shot in competitive situations. • perform and attempt the advanced skills of topspin and backspin in Table Tennis • consistently apply tactics and strategies to outwit your opponents in singles Table Tennis such as playing to the weakness of your opponent. • healthy and active lifestyle will benefit your physical, mental and emotional health.
Core knowledge to know and remember to progress to later learning	• the correct forehand grip in Table Tennis has the thumb at the edge of the handle. • that serving should take place from the back on the Table Tennis table. • that the forehand and backhand serve should be hit into space. • that the push shot is a defensive shot in Table Tennis.

(foundational knowledge)	● co-ordination in Table Tennis helps to link two or more movements together. ● that a basic tactic in Table Tennis is to serve and hit to space. ● the correct forehand grip in Table Tennis has the thumb at the edge of the handle. ● that serving should take place from the back of the Table Tennis table. ● that the forehand and backhand serve should be hit into space. ● that the push shot is a defensive shot in Table Tennis. ● that the drive and smash are attacking shots in Table Tennis. ● that hand eye co-ordination in Table Tennis is being able to see the ball and hit the ball. ● that tactics and strategies can be used to outwit opponents in Table Tennis such as hitting to space. ● that regular exercise will have a positive impact on physical, mental and emotional health. ● what 2 benefits of a warm up are. ● that you can use different grips when playing Table Tennis such as the shakehand grip and penhold grip. ● that a let is a rule when serving that if the ball touches the net and goes over on a serve a 'let' is called and the serve is retaken. ● that the push shot is a defensive shot in Table Tennis. ● that the drive shot is an attacking shot that is hit with power just over the net. ● that the smash shot is a fast, powerful and attacking shot that is hit downwards. ● that topspin and backspin can be used to help outwit opponents in Table Tennis. ● that tactics and strategies can be used to outwit opponents in Table Tennis such as playing to the weakness of your opponent. ● that and be able to explain the benefits of regular exercise on the physical, mental and emotional health of someone.
Prior knowledge	Students will build on their experiences in Year 7 and 8 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Key Stage 4 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle. ● Students will also get the opportunity to choose AQA GCSE PE or OCR Sports Studies as one of their options. ● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community.
Key vocabulary	● Forehand (FH) ● Backhand (BH) ● Drive ● Push ● Chop ● Smash

Topic Title	Tennis
Pupils will know	• Forehand • Backhand • Serve • Rules • Volley • Lob • Smash
Pupils will know how to (procedural knowledge)	● develop the forehand and backhand techniques, applying them in a game situation to outwit opponents and place the ball. ● develop the whole action of an overarm serve looks like and advance the distance and technique of the serve. Performing and replicate a legal tennis serve. ● position for the serving team and the receiving team in a game of doubles and singles. ● to outwit an opponent in a match using the appropriate skills and shot selection. ● attempt both volley's, smashes and lobs in conditioned games.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● the correct technique for the ready position, forehand and backhand, including follow through and the application of topspin. ● the correct technique for a legal overarm tennis serve, including grip, ball toss, contact point and follow-through. ● how and when to use forehand, backhand and serve effectively to outwit an opponent through ball placement. ● the rules and scoring for both singles and doubles tennis. ● the correct court positioning for the serving and receiving players in singles and doubles. ● that shot selection should be based on the position and movement of an opponent. ● the purpose and correct technique of volleys, smashes and lobs, and when they are most effective in a game. ● that effective tactics include varying ball placement, depth and shot selection help to create space and win points. ● the importance of applying the rules, demonstrating fair play and respecting opponents and officials during competitive play.
Prior knowledge	Students will build on their experiences in Year 7 and 8 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. ● Serve technique and forehand and backhand technique.
Future knowledge	● In Key Stage 4 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle. ● Students will also get the opportunity to choose AQA GCSE PE or OCR Sports Studies as one of their options. ● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community.
Key vocabulary	Tactics • Serve • Rules • Volley • Lob • Smash

Topic Title	Rounders
Pupils will know	• Underarm throw • Overarm throw • Catching • Bowler/Back Stop/1st Base • Batting • Fielding • Positions
Pupils will know how to (procedural knowledge)	● perform the correct batting techniques in competitive situations. ● perform the correct fielding techniques including bowling, backstop, catching, throwing and retrieving the ball in competitive situations. ● perform in a variety of different fielding positions including fielding, bowler and backstop. ● apply tactics in competitive striking and fielding activities. ● exercise effectively to support your physical, mental and emotional health.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● what the correct technique for batting is in competitive situations. ● what the correct techniques for fielding are including catching, throwing and retrieving the ball in competitive situations. ● what the different fielding positions are when playing in competitive situations. ● what the different tactics are in striking/fielding activities and be able to apply these in competitive situations. ● To accurately replicate a legal bowling technique. To develop the ability to add disguise + power into bowling action. To understand rules involving bowling. *i.e. stopping running once held.* ● to incorporate bowling, batting, fielding technique into a full game of rounders. ● to explore rounders positions and the relevant roles at each point. ● to develop knowledge of backstop to 2nd base tactics. ● to understand the need to change field positioning depending on batters set up. *i.e. left hander*, batters position on pitch. *i.e. waiting at a base.* ● to develop creative thinking & outwitting opponents during a game. ● to develop batting technique incorporating power and placement. ● to develop strategic concepts when batting. To show a confident understanding of umpire calls/rules and batting/bowling infringements. ● to analyse individual strengths and make tactics changes to the fielding positions as a result. ● to discover fielding roles at each point. ● to develop knowledge & understanding of where pupils can outwit opponents. ● to make decisions about field positioning in response to batter analyse. ● to gain an understanding about exercise importance & healthy lifestyles. ● to perform and replicate a combination of skills to implement tactics & to outwit opponents. ● to make effective evaluations of strength and weaknesses of pupils performance. ● to develop the ability to become a reflective learner & suggest fitness needs of rounders players. ● to demonstrate a variety of tactics based on the opposition. To demonstrate the ability to outwit an opponent in a game situation use a range of batting, bowling and fielding techniques. To demonstrate a confident understanding of the rules of rounders. ● to demonstrate effective communication & leadership skills.
Prior knowledge	Students will build on their experiences in Year 7 and 8 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.

Future knowledge	• In Key Stage 4 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle. • Students will also get the opportunity to choose AQA GCSE PE or OCR Sports Studies as one of their options. • Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community.
Key vocabulary	• Batter • Bowler • Backstop • Innings • Deep Fielder • Close Fielder • Donkey Drop • Directional Batting • Full Rounder • Half Rounder • Obstruction • Side Out • Long Barrier • Stumped • Follow-Through • Back Spin

Topic Title	**Cricket**
Pupils will know	• Catching • Batting • Bowling • Fielding • Wicket-keeping
Pupils will know how to (procedural knowledge)	• perform the correct batting techniques in competitive situations. • perform the correct fielding techniques including bowling, backstop, catching, throwing and retrieving the ball in competitive situations. • perform in a variety of different fielding positions including fielding, bowler and backstop. • apply tactics in competitive striking and fielding activities. • exercise effectively to support your physical, mental and emotional health.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• what the correct technique for batting is in competitive situations. • what the correct techniques for fielding are including catching, throwing and retrieving the ball in competitive situations. • what the different fielding positions are when playing in competitive situations. • what the different tactics are in striking/fielding activities and be able to apply these in competitive situations. • what different components of fitness link to striking/fielding activities. • about outwitting opponents as batsmen or fielders.

Prior knowledge	Students will build on their experiences in Year 7 and 8 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Key Stage 4 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle. ● Students will also get the opportunity to choose AQA GCSE PE or OCR Sports Studies as one of their options. ● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community.
Key vocabulary	● Batter ● Drive ● Crease ● Strike ● Bowler ● Over ● Spin ● Swing ● Yorker ● Bouncer ● Fielder ● Wicketkeeper ● Catch ● Run Out ● LBW (Leg Before Wicket) ● Runs ● Boundary ● Innings ● No-Ball ● Umpire

Year 9 – Other Competitive Sports (Gymnastics, Athletics)

Topic Title	**Gymnastics**
Pupils will know	• Individual balances • Partner Balances • Counter Balances • Sequence development
Pupils will know how to (procedural knowledge)	● demonstrate safe working practices when performing individually and with a partner. ● perform a range of individual balances with quality, control and stability. ● demonstrate effective body tension to maintain balanced positions. ● refine balance technique through practice and feedback. ● demonstrate control when entering, holding and exiting balances.

	● accurately replicate a range of partner balances. ● demonstrate effective communication and cooperation when working with a partner. ● apply counterbalance and counter-tension safely. ● demonstrate trust, timing and shared responsibility during partner work. ● transfer balance skills safely onto a range of apparatus. ● demonstrate control and confidence when performing balances at different levels. ● link balances with appropriate transitional movements. ● develop criteria for creating an effective partner balance sequence. ● demonstrate creativity when choreographing a sequence. ● combine balances, transitions and travel into a fluent routine. ● demonstrate appropriate use of levels, pathways and apparatus within a sequence. ● perform a partner balance sequence with fluency, control and accuracy. ● demonstrate performance quality through body tension, extension and presentation. ● evaluate their own and others' performances using appropriate gymnastics vocabulary. ● demonstrate the ability to give and apply constructive feedback to improve performance.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● what a balance in gymnastics is. ● how to work safely when performing individually, with a partner and on apparatus. ● the difference between counterbalance and counter-tension. ● that effective partner balances rely on communication, trust and shared responsibility. ● how to distribute weight safely between partners. ● that body tension is essential for maintaining balance and control. ● that a wider base of support generally increases stability. ● that keeping the centre of mass over the base of support improves balance. ● that balance requires strength, coordination and control. ● that controlled entry and exit improve the quality of a balance. ● how to transfer balancing skills safely onto different pieces of apparatus. ● that different apparatus require adaptations in balance, control and movement. ● how to use apparatus to add variety, levels and challenge to a routine. ● that a sequence should include balances, transitions and travelling movements. ● how to use different levels, pathways and apparatus to improve a performance. ● that creativity, fluency and variety make a sequence more engaging. ● the importance of linking movements smoothly without unnecessary pauses. ● that high-quality performances demonstrate body tension, extension, stability and control. ● that accurate technique improves both performance quality and safety. ● that presentation, synchronisation and fluency contribute to an aesthetically pleasing routine. ● the success criteria for an effective balance sequence. ● how to evaluate performance using appropriate gymnastics vocabulary. ● how to provide constructive peer feedback that identifies strengths and areas for improvement. ● how to use feedback and self-assessment to refine performance and set targets

	for improvement.
Prior knowledge	Students will build on their experiences in Year 7 and 8 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Key Stage 4 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle. ● Students will also get the opportunity to choose AQA GCSE PE or OCR Sports Studies as one of their options. ● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community.
Key vocabulary	● Safety, apparatus, individual balance, partner balance, body tension, control, stability, balance, centre of mass, base of support, weight transfer, counterbalance, counter-tension, communication, cooperation, trust, timing, shared responsibility, extension, alignment, transition, travel, sequence, choreography, fluency, levels, pathways, presentation, technique, accuracy, creativity, performance quality, evaluation, peer assessment, self-assessment, feedback, and refinement.

Topic Title	**Athletics**
Pupils will know	• Shot Put • Discus • Javelin • High Jump • Long Jump • Triple Jump • Sprints • Distance • Hurdles • Relay
Pupils will know how to (procedural knowledge)	● perform the correct sprinting technique in competitive situations. ● perform the correct technique for relay changeovers in competitive situations. ● perform the correct mid to long distance running technique in competitive situations. ● apply pacing to mid to long distance running events. ● apply different throwing techniques to competitive situations in the Discus, Shot Put and Javelin ● apply different jumping events to competitive situations in the Long Jump, Triple Jump and High Jump. ● apply tactics when competing in different competitive Athletics events.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● what the correct running techniques for sprinting and mid to long distance running are and be able to apply these to competitive situations. ● what pacing is and be able to apply pacing to mid to long distance competitive running events. ● what the correct technique for relay changeovers is and apply this is competitive situations ● what the correct throwing techniques for the Discus, Shot Put and Javelin are and be able to apply these to competitive situations. ● what the correct jumping techniques for the Long Jump, Triple Jump and High Jump are and be able to apply these in competitive situations. ● that safety is crucial in different athletics events and be able to explain this for the different athletics events.

Prior knowledge	Students will build on their experiences in Year 7 and 8 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Key Stage 4 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle. ● Students will also get the opportunity to choose AQA GCSE PE or OCR Sports Studies as one of their options. ● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community.
Key vocabulary	● Track/track events, sprint, distance, hurdles, relay, baton, leg, lane, lap, changeover box, false start, starting blocks/start line, finish line, field events, long jump, high jump, crossbar, triple jump, shot put, discus, javelin, aerobic, anaerobic, lactic acid, oxygen, energy, diet.

Year 9 – Dance

Topic Title	**Dance**
Pupils will know	• Bugsy Malone theme • Scenes from Bad Guys section of the film • Bugsy Malone character movement ideas • Relationships within a contemporary style of dance
Pupils will know how to (procedural knowledge)	● complete an effective warm-up to prepare the body for dance. ● perform a range of 'Bugsy' style movement patterns with fluency and control. ● demonstrate correct technique, balance and coordination when performing. ● combine and link movements to create dance sequences to portray scenes from the Bugsy Malone Bad Guys part of the film. These include the staircase scene, carpet carry scene, manhole cover scene and Egyptian scene. ● work effectively with a group to create and perform a 'Bugsy Malone' character style dance performance with fluency, confidence and expression. ● perform a variety of formations and transitions within a dance. ● demonstrate the use of levels and pathways of movement within a routine. ● demonstrate the use of relationships by practicing spatial awareness, synchronization, and timing like unison or canon within a routine. ● demonstrate an awareness of timing, rhythm and musicality. ● demonstrate the ability to evaluate their own and others' performances using appropriate dance vocabulary. ● apply feedback to refine and improve the quality of a performance.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● how to stay in time with the rhythm and count beats accurately. ● what a motif is in Dance. ● what formation is in Dance. ● what is canon and unison in Dance. ● how to perform a range of dance movements with accuracy, control and fluency. ● how to use relationships in Dance. ● how to incorporate high, medium and low levels and different floor patterns. ● how to perform with confidence, using body language and facial expression to

	communicate mood. ● how to evaluate performances, then apply feedback to refine and improve.
Prior knowledge	Students will build on their experiences in Year 7 and 8 PE National Curriculum. Students will: ● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	● In Key Stage 4 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle. ● Students will also get the opportunity to choose AQA GCSE PE or OCR Sports Studies as one of their options. ● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community.
Key vocabulary	● Warm-Up, Motif, Fluency, Coordination, Levels, Pathways, Formations, Transitions, Musicality, Evaluation**,** Space, Dynamics, Relationships, Unison, Canon, Choreography, Focus, Character.

Year 9 - Outdoor and Adventurous Activities

Topic Title	**Orienteering**
Pupils will know	• Health & Safety • Setting a map • Teamwork • Pacing • Short Course • Long Course • Route Planning • Compass work
Pupils will know how to (procedural knowledge)	● perform/complete orienting the map and be able to move in the directions of North, East, South and West. ● interpret the different symbols on a map. ● find control points and demonstrate finding control points. ● navigate safely around a route using guidance from a partner. ● Utilise cardiovascular endurance fitness effectively to complete an Orienteering course.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● what the directions of North, East, South and West are on a map. ● what some of the different symbols mean on a map. ● what orienting the map is. ● what a scale of a map is. ● what a control point on a map is and what a safe route looks like. ● that effective navigation involves moving safely and quickly between control points. ● that different types of technology including equipment, clothing, waterproof technology and global positioning systems (GPS). ● know 3 types of terrain linked to OAA. ● how utilising cardiovascular endurance fitness can lead to a successful completion of an Orienteering course.
Prior knowledge	Students will build on their experiences in Year 7 and 8 PE National Curriculum. Students will:

	• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Key Stage 4 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle. • Students will also get the opportunity to choose AQA GCSE PE or OCR Sports Studies as one of their options. • Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community.
Key vocabulary	• Map, orienting, control point/checkpoint, control description, course, timekeeping, route/route planning, scale, terrain, hazard, compass, legend, star event, score event, combination event.

Year 9 - Fitness

Topic Title	**Fitness**
Pupils will know	• Circuit Training • HiiT Training • Continuous Running• Interval Training
Pupils will know how to (procedural knowledge)	• how to effectively participate in continuous training. • how to effectively participate in interval training. • how to effectively participate in circuit training. • how to effectively participate in high intensity interval training (HIIT). • how to take an effective heart rate before, during and after exercise. • how a healthy and active lifestyle will benefit your physical, mental and emotional health.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• what the correct definition of fitness is. • what the correct definition of health is. • that aerobic exercise is exercise with oxygen and aerobic exercise is at a steady pace over a longer period of time. • that anaerobic exercise is high intensity exercise over a short period of time. • that lactic acid is produced when we work anaerobically and that lactic acid has a negative impact on your performance. • that continuous training/interval training will improve cardiovascular endurance, circuit training will improve muscular endurance and weight training will improve muscular strength and that these are all types of training. • that High Intensity Interval Training or HIIT Training is high intensity exercise followed by rest and this will improve cardiovascular endurance. • what some benefits of a healthy and active lifestyle are and be able to explain the benefits of these on the human body.
Prior knowledge	Students will build on their experiences in Year 7 and 8 PE National Curriculum. Students will: • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.
Future knowledge	• In Key Stage 4 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle.

	● Students will also get the opportunity to choose AQA GCSE PE or OCR Sports Studies as one of their options. ● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community.
Key vocabulary	● Stretch, pulse raiser, warm up, circuit, HiiT, Australian Running