

**Subject: Physical Education CORE**

**The Big Questions**

	Autumn/Winter - Term 1	Spring - Term 2	Summer - Term 3
<b>Year 7</b>	Why do we warm up?	Which ways can heart rate be raised?	What does taking part in physical education teach us?
<b>Year 8</b>	Why do we cool down?	How do we measure heart rate?	Individual sport V's Team sport
<b>Year 9</b>	Warm up v's Cool down	What are the long-term benefits of exercise?	What characteristics do you need to be a successful sports person?

Curriculum Aim: YEAR 7	By the end of year 7, students will understand a variety of skills, techniques and rules in a number of sports. They will have been physically active during all Physical Education lessons and be able to demonstrate how to apply skills and techniques during closed skill practices and small sided competitive situations. Students will be able to lead some stages of a warm-up to small groups and explain its purpose. They will be able to analyse their own performance and know how to improve their future performance.
Curriculum Aim: YEAR 8	Curriculum Aim: By the end of year 8, students will develop a broader range of skills and techniques within their sports. They will start to show a deeper understanding of rules and start to apply tactics in games situations. Students will have started to develop an understanding of regulations within sports. Students will be able to lead skills sessions to a small group.
Curriculum Aim: YEAR 9	Curriculum Aim: By the end of year 9, students will consolidate their skills and knowledge acquired in year 7 and 8, being able to demonstrate and apply skills, techniques, tactics and knowledge of rules in competitive game situations, including officiating. Students will be able to make independent decisions when playing to help and influence scores and results. Students will be able to work collaboratively in a team or independently depending on the sport that they are participating in. Students will be able to take small leadership roles, such as leading in warm-ups, choosing roles/positions for teammates or being influential in game situations.

	Half Term 1 Sept-Oct	Half Term 2 Oct-Dec	Half Term 3 Jan-Feb	Half Term 4 Feb-Easter	Half Term 5 April-May	Half Term 6 May-July
Y7	<p>Football Netball Cross Country Handball</p> <p>Boys: Football x 4 weeks Girls: Netball x 4 weeks</p> <p>Boys: Cross Country Competition: 1 x week Girls Cross Country Competition: 1 x week</p> <p>Boys: Handball x 2 weeks Girls: Football x 2 weeks</p>	<p>Handball Football Badminton Trampolineing</p> <p>Boys: Handball x 2 weeks Girls: Football x 2 weeks</p> <p>Boys: Badminton x 4 weeks Girls: Trampolineing x 4 weeks</p> <p>Interhouse Competition</p>	<p>Badminton Trampolineing Rugby Dance/Gym</p> <p>Girls: Badminton x 3 weeks Boys: Trampolineing x 3 weeks</p> <p>Boys: Rugby x 2 weeks Girls: Dance/Gym 2 weeks</p>	<p>Rugby Dance/Gym OAA Basketball</p> <p>Boys: Rugby x 2 weeks Girls: Dance/Gym 2 weeks</p> <p>Boys: OAA x 4 weeks Girls: Basketball x 4 weeks</p>	<p>Basketball OAA Striking and Fielding</p> <p>Boys: Basketball x 3 weeks Girls: OAA x 3 weeks</p> <p>Boys: Striking and Fielding 4 weeks Girls: Striking and Fielding x 4 weeks</p>	<p>Athletics Sports Week</p> <p>Boys: Athletics x 4 weeks Girls: Athletics x 4 weeks</p> <p>2 x weeks invasion CTF - Tactics and strategies as part of Sports Week.</p>
	<p><b>Skill Development Football, Netball and Handball:</b></p> <p>Developing competence to excel in invasion games. Components of fitness and skills specific to invasion game, principles of attack and defence.</p> <p>Be able to implement core skills and refine team and individual game plans to outwit opposition.</p> <p><b>Skill Development Netball:</b></p> <p>Students will be introduced to the key skills of netball including passing and catching,</p>	<p><b>Skill Development Badminton:</b></p> <p>Students will begin with learning the core skills such as serving, rallying and clearing. These skills will be taught in isolated or conditioned drills before advancing to playing against an opponent. Students will also be taught how to play a half court singles games with a focus on the core rules, simple strategy and basic umpiring</p> <p><b>Skill Development Trampolineing:</b></p> <p>Developing competence to excel in aesthetic activities (trampolineing).</p>	<p><b>Skill Development Rugby:</b></p> <p>Students will begin with core skills such as ball familiarisation, passing and supporting, and simple evasion techniques. These will be taught through a combination of isolated practices and conditioned drills to practice the skills under various amounts of pressure.</p> <p>Games will begin as touch rugby to develop game understanding without the added confusion/fear of contact Rugby. As the group improves,</p>	<p><b>Skill Development Basketball:</b></p> <p>Pupils will develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to choose, combine and perform basic basketball skills consistently applying fluency, accuracy and fundamental technical elements of the game. Continual development, adaptation and refinement of skills will contribute to producing improved performances &amp;</p>	<p><b>Skill Development Striking and Fielding</b></p> <p>Developing competence to excel in striking and fielding games.</p> <p>Skills specific to striking fielding games; batting and fielding techniques. Similarities and differences in different striking and fielding games.</p> <p><b>Skill Development Rounders:</b></p> <p>Students will be taught the core skills of batting, bowling and fielding through isolated practices and will be introduced to the basic rules of rounders, however this will be teacher-led. Simple tactics are introduced to allow students to begin thinking of how to outwit</p>	<p><b>Skill Development Athletics:</b></p> <p>Developing competence to excel in athletic events.</p> <p>Experience using athletic equipment. Track events; race starts and finishes and the difference between sprints and longer distance events. Field events; standing throws generating momentum in preparation for throws, long jump core skills.</p> <p>Students are introduced to a range of athletic events covering running (100m, 200m, 300m, 800m, relay) throwing (shot put, discus and javelin) and jumping (long jump). Techniques are taught to the students to allow them to achieve their personal best</p>

<p>footwork, getting free, defending, shooting, positions and centre passes. This will be taught using a range of isolated practices leading into small sided and conditioned games, with the aim of students to apply all of these fundamental skills into full game play using key rules.</p> <p><b>Skill Development Football:</b></p> <p>Students will begin with core skills such as side foot passing, ball control, tackling, heading, dribbling and turning. These will be taught as isolated practices to begin with, this will be followed by conditioned drills to practice the skills under various amounts of competition (experiencing working as a team or as an individual to try and win) community club.</p> <p><b>Skill Development Handball:</b></p> <p>Students are able to use a range of tactics and strategies to overcome opponents in direct competition through Handball. They provide</p>	<p>Core shapes, turns and twists. front and back landings.</p> <p>Demonstrate skills &amp; agilities individually with control &amp; precision in a sequence with creativity. Evaluate movements to improve performance.</p>	<p>contact skills such as tackling will be taught and introduced. However, this is very much is dependent on the skill level, confidence and behaviour of the class. The core rules of Rugby will be taught so that games can be played safely, fairly but without impacting on progress.</p> <p><b>Skill Development Dance/Gym Fitness:</b></p> <p>Health Related Exercise and Physical Assessment Developing knowledge of leading a healthy active lifestyle. Being physically active for a sustained period of time. Components of fitness to link into baseline knowledge. Apply heart rate measures to their training. Apply methods of training for cardiovascular endurance and muscular endurance.</p> <p>Developing knowledge of participating in physical activity to health, fitness and well-being. Learners will know about the</p>	<p>techniques.</p> <p><b>Skill Development OAA:</b></p> <p>Introduction to teambuilding and problem solving. Trust exercise partnerships Leadership group activities Planning how to solve a problem. Complete orienteering course and plan own route.</p>	<p>their opponents. Students will have lots of opportunities to play and enjoy the game</p> <p><b>Skill Development Cricket:</b></p> <p>Students will learn the core skills of grip, batting stance, simple shot selection, bowling and basic fielding techniques. Rules of the game will be introduced slowly, this will enable the students to play simpler versions of Cricket. Students will be given the chance to practice skills in isolated practices, conditioned practices and small games.</p> <p><b>Skill Development Softball:</b></p> <p>Stopping ball two handed. Catching a low ball two handed. Catching a high ball two handed. Two handed grip and sideways stance. Underarm throw to target. Overarm throw to target. Bowling consistently. Running and stopping.</p>	<p>for each event. Students are taught the main rules of the different events and how the winner is decided in competition.</p> <p>Students are introduced to a range of athletic events covering running (100m, 200m, 300m, 800m, 1500m, relay) throwing (shot put, discus and javelin) and jumping (long jump).</p> <p>Techniques are taught to the students to allow them to achieve their personal best for each event. Students are taught the main rules of the different events and how in competition the winner is decided.</p>
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<p>students with an opportunity to develop teamwork, communication skills, the ability to outwit opponents, understanding</p> <p>Passing – shoulder, bounce, (stationary and on the move).</p> <p>Receiving – making a target (signalling), one/two handed catch – stationary and on the move.</p>		<p>physical, emotional and social benefits as well as the consequences of a sedentary lifestyle</p>			
<p><b>Assessment:</b></p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students' performances as we move through the academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and understanding in reflective discussions</p>	<p><b>Assessment:</b></p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students' performances as we move through the academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and understanding in reflective discussions with the teacher and fellow peers.</p>	<p><b>Assessment:</b></p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students' performances as we move through the academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and</p>	<p><b>Assessment:</b></p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students' performances as we move through the academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and understanding in reflective discussions with the teacher and fellow peers.</p>	<p><b>Assessment:</b></p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students' performances as we move through the academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and understanding in reflective discussions with the teacher and fellow peers.</p>	<p><b>Assessment:</b></p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students' performances as we move through the academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and understanding in reflective discussions with the teacher and fellow peers.</p>

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	<p><b>Skill Development Football, Netball + Handball:</b></p> <p>Developing competence to excel in invasion games Components of fitness and skills specific to invasion game, principles of attack and defence.</p> <p>Apply attack and defence to outwit the opposition using techniques and skills.</p> <p><b>Skill Development Football:</b> Students are able to use a range of tactics and</p>	<p><b>Skill Development Badminton:</b></p> <p>Developing competence to excel in net and wall games Components of fitness and skills specific to invasion game, principles of singles play..</p> <p>Implement core skills with accuracy demonstrating a difference in depth of shot. Outwit opponents using space.</p> <p><b>Skill Development Trampolineing:</b></p>	<p><b>Skill Development Rugby:</b></p> <p>In year eight the core skills will continue to be developed, however more emphasis will be placed on practising these skills in conditioned games rather than in isolation so that decision making can be practised. Where appropriate contact rugby will continue to be introduced with new rules explained and tactics such as attacking/defensive lines put into</p>	<p><b>Skill Development Basketball:</b></p> <p>Pupils will further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. Passing, Receiving, outwitting defenders, Dribbling, and shooting will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed</p> <p><b>Skill Development OAA;</b></p> <p>Introduction to teambuilding and problem solving and basic</p>	<p><b>Skill Development Striking and Fielding</b></p> <p>Developing competence to excel in striking and fielding games.</p> <p>Skills specific to striking fielding games; batting and fielding techniques. Setting up attacking and defensive teams.</p> <p><b>Skill Development Rounders:</b></p> <p>The core skills of batting, bowling and fielding will continue to be developed to improve accuracy and consistency. However more</p>	<p><b>Skill Development Athletics:</b></p> <p>Developing competence to excel in athletic events.</p> <p>Experience using athletic equipment. Track events; tactics for running different track events.. Field events; throws using movement in order to generate momentum in throws, applying speed to long jump in order to gain distance.</p> <p>Track – starting position head position, cadence, leg drive and recovery phase, foot strike, arm action, hurdling action with same lead leg.</p>

<p>strategies to overcome opponents in direct competition through team and individual games. They provide students with an opportunity to develop teamwork, communication skills, the ability to outwit opponents, understanding of strategies and tactics, discipline, respect for others and sportsmanship. Application of knowledge to performance within increasing pressure. Application of skills in isolation showing accuracy and consistency. Application of skills under pressure from an opponent in a 1v1 situation.</p> <p><b>Skill Development Netball:</b></p> <p>Increasing pressure:          Passing &amp; receiving – chest pass and shoulder pass.          Receiving the ball static and on the move          Dodging – single dodge, both directions          Marking a player – man to man marking.          Footwork &amp; movement – pivoting, landing on one foot.</p>	<p>Developing competence to excel in aesthetic activities (trampolining). Core shapes, turns and twists. front and back landings.</p> <p>Demonstrate skills &amp; agilities individually with control &amp; precision in a sequence with creativity. Evaluate movements to improve performance. Students are assessed on their application of skills in progressive moves (e.g. half twist into seat landing) Students are assessed on their performance in completion of a 10 bounce routine.</p>	<p>practice through gameplay. In contact situations, groups will be split by size and physical maturity for safety reasons and to keep students confidence and engagement levels high</p> <p>Kicking – box kick, grubber, clearance taught in year 7. Pupils are not assessed against the drop kick on fly hack or kick for goal until year 9. Assessed in isolation, sometimes with a small amount of pressure.</p> <p><b>Skill Development Fitness Dance/Gym:</b></p> <p>Health Related Exercise and Physical Assessment          Developing knowledge of leading a healthy active lifestyle.          Being physically active for a sustained period of time.          Components of fitness to link into baseline knowledge.          To have confidence to use the fitness suite with safety, to develop knowledge of short term reactions and long term adaptations to the body. To know</p>	<p>re-cap from year 7 moving into Year 8.          Trust exercise partnerships – using tasks from Sports Leaders          Leadership group activities          Planning how to solve a problem and creating a problem for other students to complete.          Complete orienteering course and plan own route.</p>	<p>advanced skills such as one handed catching, backstop to first post drills will be introduced. Students will continue to learn through playing games, with different scenarios explained to the group, to develop their knowledge and understanding of tactics.</p> <p><b>Skill Development Cricket:</b></p> <p>Students will continue to develop the accuracy and consistency of their core skills, in addition to learning more advanced skills such as a wider range of batting shots, running between the wickets, bowling styles and more advanced fielding techniques such as backing and one handed pick up's. Rules of the game will continue to be drip fed into gameplay situations. Students will be encouraged to start to think about how they can outwit their opponents as individuals and as part of a team.</p>	<p>Throws – grip, stance, movement into throwing position, release action, recovery.</p> <p>Jumps – leg drive on take-off, arm action on take-off, movement over the bar/through the air. Landing.</p> <p>Students continue to develop their understanding and ability to perform the skills needed to achieve their personal best across the range of athletic events. Students are encouraged to aim to beat their own performances from year seven, as well as being given aspirational targets set by the national governing body. Due to physiological changes students are now allowed to learn the triple jump in addition to the long jump. Students are encouraged to develop the skills of resilience and determination when performing.</p>
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<p><b>Skill Development Handball:</b></p> <p>Receiving – Pupils will be assessed against their ability to catch with one and two hands in isolation. They will need to do this whilst stationary and on the move.</p> <p>Shooting – Pupils to be assessed in their ability to shoot without defensive pressure taking a 3 step run up. They will need to shoot of the correct foot with one hand with and without jumping into the D.</p> <p>Moving with the ball – Pupils to be assessed against their ability to dribble under small amounts of defensive pressure, keeping control on the ball using agility to change direction.</p> <p>Jockeying/tackling Students to be assessed against their ability to defend and block around a defensive D.</p>		<p>how to apply HR to their training</p>			
<p>Assessment:</p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students' performances as we</p>	<p>Assessment:</p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students' performances as we move</p>	<p>Assessment:</p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students' performances as we</p>	<p>Assessment:</p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students' performances as we move through the</p>	<p>Assessment:</p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students' performances as we move through the</p>	<p>Assessment:</p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students' performances as we move through the academic terms. Frequent,</p>

	<p>move through the academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and understanding in reflective discussions with the teacher and fellow peers.</p>	<p>through the academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and understanding in reflective discussions with the teacher and fellow peers.</p>	<p>move through the academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and understanding in reflective discussions with the teacher and fellow peers.</p>	<p>academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and understanding in reflective discussions with the teacher and fellow peers.</p>	<p>academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and understanding in reflective discussions with the teacher and fellow peers.</p>	<p>constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and understanding in reflective discussions with the teacher and fellow peers.</p>
Y9	<p>Football Netball Handball</p> <p>Boys: Football x 5 weeks Girls: Netball x 5 weeks</p> <p>Boys: Handball x 2 weeks Girls: Football x 2 weeks</p>	<p>Handball Football Cross Country Badminton Trampolineing</p> <p>Boys: Handball x 1 week Girls: Football x 1 week</p> <p>Boys: Cross Country Competition: 1 x week Girls Cross Country Competition: 1 x week</p> <p>Boys: Badminton x 4 weeks Girls: Trampolineing x 4 weeks</p> <p>Interhouse Competition</p>	<p>Badminton Trampolineing Rugby Dance/Gym</p> <p>Girls: Badminton x 3 weeks Boys: Trampolineing x 3 weeks</p> <p>Boys: Rugby x 2 weeks Girls: Dance/Gym 2 weeks</p>	<p>Rugby Dance/Gym OAA Basketball</p> <p>Boys: Rugby x 2 weeks Girls: Dance/Gym 2 weeks</p> <p>Boys: OAA x 4 weeks Girls: Basketball x 4 weeks</p>	<p>Basketball OAA Striking and Fielding</p> <p>Boys: Basketball x 3 weeks Girls: OAA x 3 weeks</p> <p>Boys: Striking and Fielding 4 weeks Girls: Striking and Fielding x 4 weeks</p>	<p>Athletics Sports Week</p> <p>Boys: Athletics x 4 weeks Girls: Athletics x 4 weeks</p> <p>2 x weeks invasion CTF - Tactics and strategies as part of Sports Week.</p>
	<p><b>Skill Development Football, Netball + Handball:</b></p> <p>Embed the physical development and skills</p>	<p><b>Skill Development Badminton:</b></p> <p>Developing competence to excel in net and wall games Components of</p>	<p><b>Skill Development Rugby:</b></p> <p>In year 9 students will move quickly into games, however for</p>	<p><b>Skill Development Basketball:</b></p> <p>Pupils will be constantly faced with strategic and</p>	<p><b>Skill Development Striking and Fielding:</b></p> <p>Developing competence to excel in striking and fielding games.</p>	<p><b>Skill Development Athletics:</b></p> <p>Developing competence to excel in athletic events.</p>



<p>learned in Years 7 and 8 and become more competent, confident and expert in their techniques.</p> <p>Apply attack and defence to outwit the opposition using rules and tactics.</p> <p><b>Skill Development Football:</b></p> <p>Passing and receiving – using chest and head to control. Short, long and driven passes using inside/outside of dominant and non-dominant foot</p> <p>Dribbling – use of inside and outside of non-dominant foot Shooting – volley</p> <p>Tackling – jockeying, channelling a player</p> <p>Heading – finding a team mate with a header.</p> <p>The strategies to maximise effectiveness of game play: Positioning and effectiveness at set plays Making themselves available for the ball Ability to play in two or more formations/positions.</p> <p><b>Skill Development Netball:</b></p>	<p>fitness and skills specific to invasion game, principles of singles play..</p> <p>Implement advanced skills with confidence demonstrating an appropriate shot selection Outwit opponents using space and shot selection.</p> <p><b>Skill Development Trampolining:</b></p> <p>Developing competence to excel in aesthetic activities (trampolining). Core shapes, turns and twists. front and back landings.</p> <p>Demonstrate skills &amp; agilities individually with control &amp; precision in a sequence with creativity. Evaluate movements to improve performance. reactions and long term adaptations to the body. To know how to apply HR to their training</p>	<p>safety reasons contact skills such as tackling will be re-taught. Many lessons will use teaching games for understanding approach to keep students active and engaged as much as possible. More complex rules will be introduced, such as rules at the breakdown.</p> <p>Students will also be encouraged to lead their teams and help organise defensive and attacking lines. Students will be encouraged to problem solve and develop tactics and strategies to help outwit their opponents.</p> <p><b>Skill Development Fitness:</b></p> <p>Health Related Exercise and Physical Assessment Developing knowledge of leading a healthy active lifestyle. Being physically active for a sustained period of time. Components of fitness to link into baseline knowledge. Apply</p>	<p>tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.</p> <p>Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.</p> <p><b>Skill Development OAA;</b></p> <p>Introduction to teambuilding and problem solving and basic re-cap from year 7, Year 8 and moving into Year 9. Design footgolf course with questions to be answered at each hole. Trust exercise partnerships – using tasks from Sports Leaders – develop into delivering own warm up games. Leadership group activities Planning how to solve a problem and creating a problem for other students to complete. Complete orienteering course and plan own route.</p>	<p>Skills specific to striking fielding games; batting with direction, fluency and timing and fielding techniques (attacking and defensive placements). Applying tactics and strategies for different types of innings (number of good balls v all out)..</p> <p><b>Skill Development Cricket:</b></p> <p>Students will play various versions of the game (circular cricket/pairs cricket/nonstop cricket) to continue to develop their skills and understanding of the sport. Rules and tactics will continue to be explained to the students, with them given the opportunity to practise these in game situations. Core/advanced skills will continue to be developed through practice situations to allow for greater consistency, accuracy and control when performing.</p> <p><b>Skill Development Rounders:</b></p> <p>in year 9, the focus will be on gameplay, tactics and officiating. Students will learn a greater number of the rules and will be given the opportunity to officiate games to demonstrate and apply their understanding. The teaching of tactics will also be key with students encouraged to consider how they can outwit their opponent as both an</p>	<p>Experience using athletic equipment. Track events; tactics for running different track events.. Field events; throws using movement in order to generate momentum in throws, applying speed to long jump in order to gain distance. Training to improve performance in athletic events. Performance of athletic events under competition rules.</p> <p>Students are encouraged to try and beat their personal best from year seven and eight across the range of athletic events. More emphasis is placed on skill development in year 9, with students considering how performances can be improved through changes to technique and tactics, such as angle of release or pacing strategies.</p> <p>Students are continued to be taught the rules of each event, plus how events are carried out in competition.</p>
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<p>Increasing pressure:          Passing &amp; receiving – receiving the ball on the move at pace, one handed passing with control and accuracy          Dodging – sprint dodge with direction change          Marking a player – zonal defence.          Shooting or marking a pass – distance shooting, attacking rebounding, intercepting in the D          Footwork &amp; movement – running footwork at speed, 1 footed passing/shooting          7v7 full sided games.</p> <p><b>Skill Development</b>  <b>Handball:</b></p> <p>Passing – Assessed performing the one handed shoulder, bounce, feint and side wrist pass over a variety of distances under increased pressure. This will assessed in 3v2 situations as well as 4v4 possession games and in a 7v7 full game scenario. Use of a variety of passes to outwit the opponent.</p> <p>Receiving – Pupils will be assessed against their ability to catch with one and two hands in small sided games.</p>		<p>heart rate measures to their training. Apply methods of training for cardiovascular endurance and muscular endurance.</p> <p>Developing knowledge of participating in physical activity to health, fitness and well-being. Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle.</p>		<p>individual and as part of a team. Finally, students will still be given opportunity to further develop core and advanced skills through drills and gameplay.</p>	
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<p>Shooting – Pupils to be assessed in their ability to shoot against increased defensive pressure taking a 3 step run up. They will need to shoot of the correct foot with one hand with and without jumping into the D, using their non shooting hand to create space over the opponents. Pupils to also shoot from the hip under defensive pressure.</p> <p>Moving with the ball – Pupils to be assessed against their ability to dribble in 1v1 and 3v2 situations, using agility, control and feints to outwit their opponent.</p>					
<p>Assessment:</p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students’ performances as we move through the academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their</p>	<p>Assessment:</p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students’ performances as we move through the academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and</p>	<p>Assessment:</p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students’ performances as we move through the academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the</p>	<p>Assessment:</p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students’ performances as we move through the academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and understanding in reflective discussions with the teacher and fellow peers.</p>	<p>Assessment:</p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students’ performances as we move through the academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and understanding in reflective discussions with the teacher and fellow peers.</p>	<p>Assessment:</p> <p>Physical Education is a practical subject and alongside the school assessment guidelines assessment will be made of the students’ performances as we move through the academic terms. Frequent, constructive verbal feedback will be given to the students throughout lessons from the teacher and through peer assessment. In addition to the students will be expected to display their knowledge and understanding in reflective discussions with the teacher and fellow peers.</p>

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