



Quality of Education Statement

CORE PE

Curriculum Intent

Subject Vision and Rationale Statement

Wyvern College Vision Statement

“To become the finest version of yourself...

Think deeply, read widely, discuss openly and listen intently. Study with *PRIDE*, forever Prepared, Respectful, Involved and Dedicated.

PE promotes reflective performers. Students are afforded time to think. Part of every lesson is devoted to think about their own and others performances with a view to improvement. Students think about their previous experience and performance.

Grow personally, in confidence, wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it. Embrace the personal challenges of *STRIVE*.

Grow in the domains of physical maturation, social and emotional health and wellbeing. Given experiences and opportunities to develop and grow as a well-rounded person in the pe lessons.

Care passionately about people and causes. Appreciate the help of others; help them through service, teamwork, kindness and leadership. Make this world a better place as an informed and influential citizen, respecting British and universal values”

Medium- and long-term effects of pe and exercise upon the body with the aim of students finding a love of or an interest in sport for life after Wyvern. Variety of activities and sports before selecting one for future.

Explain the vision for your subject’s curriculum. How does your subject curriculum support the whole-college vision statement? Please ensure your vision statement is written in three paragraphs: Think, Grow, Care.

Our Physical Education curriculum seeks to develop students’ physical competence and confidence, and their ability to use these to perform in a range of activities.

It promotes physical skilfulness, physical development, physical fitness and a knowledge of the body in action. We aim to provide opportunities for students to be creative, competitive and to face up to different challenges as individuals and in groups and teams.

We promote positive attitudes towards active and healthy lifestyles. Students will learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities.

They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process students discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

All students find (and learn from) meaningful, enjoyable and fun physical activity which improves their physical literacy, mental health and wellbeing today and for life.

The PE curriculum offer students' unlimited opportunities to learn to cope with challenge and failure, as well as share and celebrate success and achievement. Through its progressive and challenging curriculum, students can develop as well as demonstrate their resilience and perseverance with the aim of building and developing character. In most physical activities students are presented with the opportunities to lead and select their own teams and positions and are positively encouraged to officiate their own competitive games and challenges demonstrating fair play and respect as well as striving for excellence.

Our Physical Education programme strives to discover and develop the full potential of every student within an academic and sporting environment, by engaging and challenging them through an 'outstanding' curriculum and enrichment programme.

Principles of Effective Curriculum Design



An Equitable Curriculum

Key principles

“An Equitable Curriculum- *All students access the same curriculum, whichever teacher they have and whatever group they are in. Students are not denied this curriculum because of their SEND, their prior attainment or their teacher. The curriculum rationale ensures what students get taught, not teachers’ personal preferences – and this is every child’s entitlement.”*

Explain your strategy and decision-making to ensure all students access an equitable curriculum. How do you ensure students with SEND, PP, or with different classes and teachers access the same curriculum?

All students can access a broad and balanced curriculum in line with the National Curriculum Orders. A high level of challenge is offered for all students, no matter their starting points or experience. Students experience a meaningful, enjoyable and fun programme of physical activity which improves their physical literacy, mental health and wellbeing today and for life whilst promoting positive attitudes towards active and healthy lifestyles. The department ensures that no student is disadvantaged due to lack of equipment and facilities as we provide a diverse and differentiated range of equipment to facilitate learning and challenge.

The PE Department is committed to discovering and developing the full potential of every student within a sporting environment, by promoting physical skilfulness, physical development, physical fitness and a knowledge of the body in action. We aim to provide opportunities for students to be creative, competitive and to face up to different challenges as individuals and in groups and teams.

A Vertical Curriculum & A Spiral Curriculum

Key principles

“A Vertical Curriculum- *The curriculum is used as a progression model, it unfolds with increasing levels of challenge. Units are sequenced in such a way that each one builds on what went before and prepares for what comes next. It builds learning up towards clear end points, whilst also being clear what students are expected to know and do at each defined intermediate point. Knowledge and skills therefore get progressively more complex; conceptual understanding becomes more sophisticated because conceptual links are maximised.*

“A Spiral Curriculum- *The curriculum explicitly identifies for teachers, students and parents the subject’s “Big Ideas” - the essential knowledge, skills and concepts in each unit that need to be retained beyond that unit as they are built upon in later units. The curriculum doesn’t just introduce the Big Ideas once, but repeatedly revisits them in ways that provide students with retrieval practice opportunities to ensure curriculum continuity, coherence and retention. This supports students in transferring knowledge and understanding to their long-term memory and makes it easier for them to understand new learning.”*

Curriculum End Points for End of KS3

List here the skills, knowledge and concepts that you are aiming for students to have mastered before they begin their KS4 courses. Think about how these are stepping stones or staging posts towards the KS4 curriculum end points.

During Key Stage 3, students become more expert in their skills and techniques, and learn how to apply them in different activities. They start to understand what makes an effective performance and how to apply these principles to their own and others' work. They learn to take the initiative and make decisions for themselves about what to do to improve performance. They start to identify the types of activity they prefer, and take a variety of roles, such as leader and organiser.

By the end of Key Stage 3, most students will be able to:

1. *Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (e.g. badminton, basketball, cricket, netball, rounder's, rugby and tennis).*
2. *Develop their technique and improve their performance in other competitive sports (e.g. athletics and gymnastics).*
3. *Perform dances using advanced dance techniques within a range of dance styles and forms.*
4. *Take part in outdoor and adventurous activities (OAA) 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.*
5. *Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best.*
6. *Take part in competitive sports and activities outside school through community links or sports clubs.*

Curriculum End Points for End of KS4

List here the skills, knowledge and concepts that you are aiming for students to have mastered by the time they leave us. Think about the assessment objectives for the course you teach at KS4 but also any wider educational outcomes you think students should have been able to acquire.

During Key Stage 4, students tackle complex and demanding activities, applying their knowledge of skills, techniques and effective performance. They decide whether to get involved in physical activity that is mainly focused on competing or performing, on promoting health and wellbeing, or on developing personal fitness. They also decide on what roles suit them best including performer, coach, choreographer, leader and official. The view they have of their skilfulness and physical competence gives them the confidence to get involved in exercise and activity out of college and in later life.

By the end of KS4, most students will be able to:

1. Select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to the demands of the activity.
2. Consistently show precision, control, fluency and originality.
3. Draw on what they know of the principles of advanced tactics and compositional ideas and apply these in their own and others' work, modifying them in response to circumstances and other performers.

4. Analyse and comment on their own and others' work as individuals and team members, showing they understand how skills, tactics or composition and fitness relate to the quality of performance.
5. Plan ways to improve their own and others' performances.
6. Explain the principles of practice and training, and apply them effectively.
7. Explain the benefits of regular, planned activity on health and fitness and plan their own appropriate exercise and activity levels.

Curriculum plan

Unit of Work		Why do students study it?	Why do they study it when they do?	How will their grasp of the Big Ideas be assessed?	How will they be supported to remember & retrieve the Big ideas?
7	<p>What is the title of the unit? How many weeks of how many lessons will it last for?</p>	<p>a. What are the “Big Ideas” to be taught in this unit (the essential skills, concepts, knowledge that students will need later on)? Why are these essential? (How do they build students up towards the curriculum end points you have identified above?)</p> <p>b. How else does this unit implement the ideas in your vision statement above?</p>	<p>How do the Big ideas in this unit build on those from previous units? How do they prepare students for those in future units?</p>	<p>How will the Big Ideas be assessed? Outline the assessed task and assessment objectives.</p>	<p>What strategies will be used to help students remember and retrieve the Big Ideas over time? (E.g. knowledge organisers, spaced testing or interleaving).</p>
7a	<p>Introductory Unit – How PE lessons work here at Wyvern and how fit am I? (4 weeks - 8 lessons)</p>	<p>What are the expectations for a successful PE lesson here at Wyvern (in terms of kit, changing, behaviour, and involvement/engagement)?</p> <p>What are the major health-related components of Fitness? How can you test for Fitness and how fit am I?</p> <p>How do I prepare for activity (warm up) and recover from it (warm down)?</p>	<p>Familiarises all students with the changing facilities and all teaching areas.</p> <p>Baseline assesses every student to facilitate future teaching groups (by ability)</p>	<p>Student engagement, activity and behaviour are reported using the college PRIDE scores.</p> <p>Students will be tested and assessed in a variety of standardised fitness tests e.g. ‘Bleep’, as well as through game play (end ball) and movement (dance).</p>	<p>Both formative and summative feedback from subject teacher regarding expectations and engagement.</p> <p>By the end of Year 7, students should be able to confidently/capably lead their own warm up and warm down.</p> <p>By the end of the Key Stage, they should be able to lead others/whole group.</p>

<p>7b</p>	<p>Rugby – An introduction to the game and the core skills. (6 weeks – 12 lessons)</p>	<p>How should I hold the ball? What is the best way to receive and to give a pass in rugby? How can I (my team) move forwards with the ball when we can only pass backwards/sideward? How do I defend in rugby (tackle)? How can I outwit my opponents?</p>	<p>This is a seasonal i.e. Autumn/Spring activity.</p> <p>Dependent upon facilities available at this time and a rotation of physical activities taught.</p> <p>Fits within chronological framework.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate both their development of skills and their game-play.</p>	<p>Both extra-curricular rugby club/practices and inter-school fixtures are available to all for further development and activity.</p> <p>Units of work in Year 8 and 9 will build upon the knowledge, understanding and skills experienced in Year 7 looking to progress to the full game.</p> <p>Can be developed in GCSE PE and used as one of the three compulsory assessments.</p>
<p>7c</p>	<p>Cricket - An introduction to the game and the core skills. (6 weeks – 12 lessons)</p>	<p>How should I hold a bat? What are the most common shots in cricket (pull, drive and defensive)? How do I bowl overarm? What is the best way to stop, catch and throw a ball? How can I outwit my opponents?</p>	<p>This is a seasonal i.e. Summer activity.</p> <p>Dependent upon facilities available at this time and a rotation of physical activities taught.</p> <p>Fits within chronological framework.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate both their development of skills and their game-play.</p>	<p>Both extra-curricular cricket club/practices and inter-school fixtures are available to all for further development and activity.</p> <p>Units of work in Year 8 and 9 will build upon the knowledge, understanding and skills experienced in Year 7 looking to progress to a modified version of the full game.</p> <p>Can be developed further in GCSE PE and used as one of</p>

					the three compulsory assessments.
7d	Health Related Fitness (6 weeks – 12 lessons)	How fit am I? How can I get fitter? Can I develop my knowledge and understanding of the various training methods (continuous, interval, circuit)? What factors make a healthy lifestyle? What are both the short-term and long-term effects of exercise upon the body?	Dependent upon facilities available at this time and a rotation of physical activities taught. Fits within chronological framework and builds upon the work achieved/experienced during the 'Intro Unit' in the Autumn term.	Students will experience a series of teacher-led/directed activity sessions based upon the recognised methods of training. All will have the opportunity to design and to lead/follow their own fitness session. Introduction to Heart rates (HR) and their use in fitness testing/assessing. Exploration and use of Personal Bests (PB) with reference to norms and data	Methods of training, methods of testing, the use of HR and the ability to design and follow a six-week personal exercise plan are all compulsory GCSE PE topics. Students are sign-posted to the Wyvern 'Teen Gym' sessions led by the Wyvern Community Enterprise staff and instructors (after the college day). Physical fitness underpins engagement and involvement in every other physical activity.
7e	Athletics – Track (3 weeks – 6 lessons)	Am I fit for running and how can we tell how hard somebody is working? How do we recover from running? What component of fitness is needed for sprinting? What is cadence and why is it important? How can I improve my speed? What component of fitness is needed for endurance running? How can we sustain running for longer?	This is a seasonal i.e. Summer activity. It is a first introduction into discreet athletics events Prepares students for completing conventional track distances in year 8 Gives students an appreciation of personal strengths and	Students will be able to verbalise their knowledge & understanding through Q & A. Students will be able to demonstrate both their development of technique and specific fitness through timed performances.	Both extra-curricular athletics club and inter-school championships are available to all for further development and activity. Units of work in Year 8 and 9 will build upon the knowledge, understanding and skills experienced in Year 7 looking to progress full distances.

		<p>How can I improve my endurance?</p> <p>Why is important to approach the hurdle with a Kick using the sole of your foot?</p> <p>How do you maintain your balance when going over the hurdle?</p> <p>How do you ensure that you do not tip your weight forward and risk falling as you go over the hurdle (2 things)?</p>	<p>weakness within the individual disciplines of athletics and how these are linked to body type.</p>		<p>Can be developed further in GCSE PE and used as one of the three compulsory assessments.</p> <p>Physical fitness underpins engagement and involvement in every other physical activity.</p>
7f	<p>Athletics – Jumps (6 lessons)</p>	<p>An introduction to the principles of jumping.</p> <p>LONG JUMP</p> <p>What is the benefit of jumping from one foot to two feet?</p> <p>Why is it important to include an arm swing?</p> <p>Why is it important to open the angle at the hips?</p> <p>Why do these principles allow you to jump further?</p> <p>Develop into a 3/5/7 stride run up</p> <p>HIGH JUMP – Scissor Kick</p> <p>Decide my lead leg / take off leg.</p> <p>Why do we have the legs straight?</p> <p>Why do we approach from the side and not straight on?</p> <p>How do you raise your body's centre of gravity?</p> <p>Why is a short final step important?</p> <p>What will happen if your final step is not short?</p> <p>What is the optimum take off position?</p> <p>What will happen if you take off too early?</p>	<p>This is a seasonal i.e. Summer activity.</p> <p>It is a first introduction into discreet athletic jumping events</p> <p>Prepares students for completing conventional jumps events in year 8</p> <p>Gives students an appreciation of personal strengths and weakness within the individual disciplines of athletics and how these are linked to body type.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate both their development of technique and specific fitness through measured performances.</p>	<p>Both extra-curricular athletics club and inter-school championships are available to all for further development and activity.</p> <p>Knowledge, understanding and skills experienced in Year 7 look to progress towards more complex jumping techniques in year 8 and 9.</p> <p>Can be developed further in GCSE PE and used as one of the three compulsory assessments.</p> <p>Physical fitness underpins engagement and</p>

		<p>Is a longer approach of any benefit and why?</p> <p>TRIPLE JUMP Introduce the Hop/step/jump pattern. How do you keep the phases approximately the same distance? Why should you not rise and fall at each phase? Explore the value of the run up.</p>			involvement in every other physical activity.
7g	Gymnastics – Exploring travel, partner relationships and an introduction of small and large apparatus (8 lessons)	<p>What is posture? Why is it important in gymnastics? What is extension? How will you use it to improve your performance?</p> <p>How can moves be made simpler or more difficult? What can they do to lead into or out of the move?</p> <p>What makes a good performance, give examples?</p> <p>What do the terms mirror, match and cannon mean?</p>	<p>An introduction to gymnastics and some of its terminology.</p> <p>It is continued development into next years theme.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate their development of technique and specific knowledge of terminology and skills through group and individual performances.</p>	<p>Both formative and summative feedback and crib sheets from subject teacher regarding expectations and engagement.</p> <p>Become a reflective thinker by observing and analysing own and others performances.</p> <p>Knowledge, understanding and skills experienced in Year 7 look to progress towards more complex skills and movements in year 8 building on and using the skills learnt in year 7 to create sequences.</p>

<p>7h</p>	<p>Netball (8 lessons)</p>	<p>An introduction to the principles of basic Netball skills.</p> <p>What? Why? When? How? You would use each pass within a game situation? Why is it effective to be able to use different passes in a game situation?</p> <p>Explain 2 ways in which you can land?</p> <p>Name two ways in which you can get free from an opponent?</p> <p>Which two positions can shoot? Do they have the same roles and responsibilities? What are the three most important teaching points when shooting?</p> <p>What is the best position for a defender to be in when marking their opponent?</p> <p>What is the importance of speed when driving for a ball?</p> <p>Name three positions and state their role within a game.</p>	<p>This is a seasonal i.e. Winter activity.</p> <p>It is a first introduction into discreet Netball skills.</p> <p>Prepares students for concepts used in other invasion games (i.e. attacking / defending)</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate both their development of technique and specific skills through passive and active drills and game play.</p>	<p>Both formative and summative feedback opportunities for students.</p> <p>Beginning the process of becoming a reflective thinker by observing and analysing own and others performances.</p> <p>Knowledge, understanding and skills experienced in Year 7 look to progress towards more complex skills and movements in Year 8 building on and using the skills learnt in year 7 to create sequences.</p> <p>Both extra-curricular Netball club and inter-school championships are available to all for further development and activity.</p>
<p>7i</p>	<p>Rounders (8 lessons)</p>	<p>An introduction to the principles of basic Rounders skills.</p> <p>What Catch should be used for a low/high ball? Why Should you use reverse cup for a high ball?</p>	<p>This is a seasonal i.e. Summer activity.</p> <p>It is a first introduction into discreet Rounders skills.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p>	<p>Both formative and summative feedback opportunities for students.</p>

		<p>When Should you use a cup catch?</p> <p>How Would you describe an effective underarm throw?</p> <p>What Is the most effective pass over a long distance?</p> <p>Why Is the Long barrier most effective for retrieving a ball from the floor?</p> <p>How Would you describe the three key teaching points for a successful underarm bowl?</p> <p>Where Must the bowler stand to bowl?</p> <p>What Are the three phases of the hitting technique?</p> <p>What Does the batter need to do to their body position to aim the ball into a space amongst the fielders?</p> <p>Where Should the batter aim to hit the ball?</p> <p>What Happens if the batter runs out of the front of the batting square?</p>	Prepares students for concepts used in other striking and fielding activities.	Students will be able to demonstrate their development of technique and specific knowledge of terminology and skills through team and individual performances.	<p>Beginning the process of becoming a reflective thinker by observing and analysing own and others performances.</p> <p>Knowledge, understanding and skills experienced in Year 7 look to progress towards more complex skills and movements in Year 8 building on and using the skills learnt in year 7 to create sequences.</p> <p>Both extra-curricular Rounders club and inter-school championships are available to all for further development and activity.</p>
<p>7j</p> <p>Task A On rotation</p>	<p>Dance</p> <p>4 weeks, one lesson per week</p>	<p>PERFORMANCE SKILLS</p> <p>Students are introduced to the skills and knowledge needed as they begin to develop their understanding of Performance as a dancer through the medium of Street Dance.</p>	<p>Basic building blocks of skills and techniques for PERFORMANCE.</p> <p>Leads to 8 J Performance unit.</p>	<p>Assessment task</p> <p>Perform an excerpt from Scene 14 Some Like It Hip Hop, reflecting skills knowledge and understanding of physical,</p>	<p>Subsequent units of work build on the core big idea of Perform-Choreograph - Appreciate.</p> <p>Knowledge, understanding and skills experienced in</p>

	'Some like it Hip Hop' Scene 14 Zoonation Dance Company	We explore the fundamental elements of a good performance as we build confidence to present a short excerpt from Some like it Hip Hop Scene 14.		<p>technical and expressive skills i.e. Performance.</p> <p>Assessment Objectives Students will be able to: -</p> <ol style="list-style-type: none"> 1. Select and combine skills, techniques and ideas and apply them in ways that suit the dance activity with control, precision and fluency. 2. Comment on how skills, techniques and ideas have been used in their own and others work, to improve performance. 3. Explain how to prepare for and recover from dance activities and how different types of exercise contribute to their fitness and health. 4. Describe how they might get involved in dance-based activity and exercise. 	<p>Year 7 progress towards more challenging dance skills in year 8.</p> <p>Both formative and summative feedback from subject teacher regarding expectations and engagement.</p> <p>Both extra-curricular Dance club and inter-school Dance Competitions are available to all for further development and activity.</p>
7j Task B On rotation	Dance	CHOREOGRAPHY SKILLS	Basic building blocks of skills and techniques for CHOREOGRAPHY . Leads to 8j Choreography unit.	Assessment task Create a 3-part presentation reflecting skills knowledge	

	4 weeks, one lesson per week Faultline by Shobana Jeyasingh	Students are introduced to the skills and knowledge needed as they begin to develop their understanding of Choreography. We explore the themes and influences involved within Faultline.		and understanding of choreographic themes and influences within Faultline. Assessment Objectives Students will be able to: - 1. Draw on what they know about choreography and respond to the creative task highlighting their strengths and weaknesses. 2. Comment on how skills, techniques and ideas have been used in their own and others work, in compositional tasks to improve performance. 3. Describe how they might get involved in dance-based activity and exercise.	
7K	Badminton – An introduction to the game and the core skills (4 weeks – 8 lessons)	Correct technique to hold the racket. Do we understand that the racket is an extension of the arm? This makes the coordination more difficult. How do we rally without our partner? Can we hit underarm/overarm shots?	The sport is selected based on the availability of the sports hall. Fits within the chronological framework.	Students will be assessed through observation and questioning. At this point in the unit they will be assessed mostly on questioning as their understanding is important for developing their skills.	Students have the opportunity to attend extra-curricular clubs to remember and retrieve knowledge they have learnt during lessons. Students will also be required to retrieve those skills when they build upon them in year 8 and 9. There

		<p>Do we understand the amount of power that certain shots require?</p> <p>Do we understand where we need to position ourselves in order to hit successful shots?</p>		<p>Students will also be asked to watch pupil demonstrations if there are other students who have completed the skills to a good standard.</p>	<p>is an opportunity for students to recall the skills at the beginning of year 8 and 9 to support them in their understanding.</p>
7M	<p>Football – An introduction to how the game works and the core skills (4 weeks – 8 lessons)</p>	<p>How do I complete the key skills that will make me effective at the game?</p> <p>What is the best way to receive/give a pass in football?</p> <p>Can we successfully dribble the ball?</p> <p>Are we confident we know when and how to shoot?</p> <p>Can we perform a tackle?</p> <p>Do we understand why it's important where we position ourselves?</p>	<p>Fits in with rotation of facilities.</p> <p>This is also a seasonal activity.</p> <p>Fits within the chronological framework.</p>	<p>They will be assessed through questioning.</p> <p>Students will also be assessed through observation to ensure they have grasped the reason for completing each skill</p> <p>Student will also be involved in peer assessment to see if they can recognise the big ideas being shown</p>	<p>Units in year 8 and 9 build upon the skills learnt in year 7. Whilst looking to build into a full game.</p> <p>Students also have the opportunity to attend an after school club which are run throughout the year.</p>
7N	<p>Tennis - An introduction to the game and the core skills (4 weeks – 8 lessons)</p>	<p>Correct technique to hold the racket.</p> <p>Do we understand that the racket is an extension of the arm? This makes the coordination more difficult.</p> <p>How do we rally without our partner?</p> <p>Can we hit forehand and backhand shots?</p>	<p>The sport is selected based on the availability of the sports hall.</p> <p>Fits within the chronological framework.</p> <p>Tennis is a seasonal sport as we can only safely play tennis</p>	<p>Students will be assessed through observation and questioning.</p> <p>At this point in the unit they will be assessed mostly on questioning as their understanding is important for developing their skills.</p>	<p>Students have the opportunity to attend extra-curricular clubs to remember and retrieve knowledge they have learnt during lessons.</p> <p>Students will also be required to retrieve those skills when they build upon them in year 8 and 9. There</p>

		<p>Do we understand the amount of power that certain shots require?</p> <p>Do we understand where we need to position ourselves in order to hit successful shots?</p> <p>Do we understand the importance of playing close/far from the net?</p> <p>Can we control our shots to make sure they stay within the markings of the court.</p>	when the outside courts are dry.	<p>Students will also be asked to watch pupil demonstrations if there are other students who have completed the skills to a good standard.</p> <p>Students will also be asked to peer assess technique to see if they can assist.</p>	is an opportunity for students to recall the skills at the beginning of year 8 and 9 to support them in their understanding.
70	<i>Outdoor & Adventurous Activities (OAA)</i>	<i>Develop the students' physical and emotional literacy. Presenting the students with a range of physical challenges to promote the use/skills of team-work, trust, support and communication.</i>	<i>Studied as part of the Year 7 'Active Tutorial' programme here at the college. Each tutor group will have two weeks of Adventure Based Learning (ABL) during the course of the academic year.</i>	<i>The students will learn through doing and taking an active part but they will also be given the opportunities to change and correct their responses during the activity/ challenge have first evaluated their response. Students are then encouraged to analyse their own and others performance at the end of the session.</i>	<i>Teacher intervention can be direct or implied.</i> <i>There are ample opportunities for mini-plenaries as well as a more in-depth plenary at the end of every session.</i>
8f	Athletics – Jumps (6 lessons)	<p>Developing the principles of jumping.</p> <p>LONG JUMP Recall principles of jumping. How to measure a run up. Continued development of 3/5/7 stride run up</p>	<p>This is a seasonal i.e. Summer activity.</p> <p>It is continued development of discreet athletic jumping events</p>	Students will be able to verbalise their knowledge & understanding through Q & A.	Both extra-curricular athletics club and inter-school championships are available to all for further development and activity.

		<p>How do we turn speed into distance? Rules of competition. How do we measure a long jump? Where do we measure from and to?</p> <p>HIGH JUMP Recall principles of jumping How to pace out and mark a 5 / 7 step approach for take off. Why is a short final step important? What will happen if your final step is not short? What part of the foot should you jump from? How do you gain more power? Is a longer approach of any benefit and why? Rules of competition.</p> <p>TRIPLE JUMP Recall Yr 7 basic technique, reinforce value of running technique, need for balance and core strength. Developments of 5/7/9 metre take off boards. What sort of run up? (Fast/slow) why? How do you keep the phases approximately the same distance? Why should you not rise and fall at each phase? Rules of competition.</p>	<p>Students compete in conventional jumps events in year 8</p> <p>Gives students an appreciation of personal strengths and weakness within the individual disciplines of athletics and how these are linked to body type.</p>	<p>Students will be able to discuss/evaluate their jumping techniques. Students will be able to offer suggestions to improve theirs and the performance of others.</p> <p>Students will be able to demonstrate both their development of technique and specific fitness through measured performances.</p>	<p>Units of work in Year 8 and 9 will build upon the knowledge, understanding and skills experienced in Year 7 looking to progress towards more complex jumping techniques.</p> <p>Can be developed further in GCSE PE and used as one of the three compulsory assessments.</p> <p>Physical fitness underpins engagement and involvement in every other physical activity.</p>
8g	Gymnastics – Balance (8 lessons)	<p>What is a balance? What is a counter balance? What are the 3 basic principles of counter balance? What will happen to the counter balance if the principles are not followed?</p>	<p>Continued development of gymnastics from year 7.</p> <p>Development of skills and techniques used in year 9.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate their</p>	<p>Both formative and summative feedback and crib sheets from subject teacher regarding expectations and engagement.</p>

		<p>What makes your partner lighter/heavier? Why is good body tension essential to a partner balance? Recap from year 7 what performance criteria makes a good sequence?</p> <p>What ways can you move into and out of balances? How can you make this easier or more difficult?</p>		<p>development of technique and specific knowledge of terminology and skills through group and individual performances.</p> <p>Use of video analysis of group performance to make adjustments and improvements for future lessons.</p> <p>Use of photos of balances to make improvements and self-analyse body position, posture, alignment etc.</p>	<p>Become a reflective thinker by observing and analysing own and others performances.</p> <p>Knowledge, understanding and skills experienced in Year 7 help to create interest in sequences and help with the travelling phrases. All skills learnt in year 7 and 8 lead into the year 9 SOW.</p>
8h	Netball (8 lessons)	<p>Developing the principles of Netball.</p> <p>What? Why? When? How? You would use each pass within a game situation Why is it effective to be able to uses different passes in a game situation?</p> <p>What does anticipate mean? Why does a player need to anticipate? What may they anticipate happening? What is the benefit of being able to turn in the air before landing with the ball?</p> <p>What are the most effective ways to lose your opponent?</p>	<p>This is a seasonal i.e. Winter activity.</p> <p>Continued development of Netball from year 7.</p> <p>Students participate in Netball games in a variety of positions in Year 8.</p> <p>Gives students an appreciation of personal strengths and weaknesses in relation to different positions.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate their development of technique and specific knowledge of terminology and skills through passive/active drills and competitive game play.</p>	<p>Both extra-curricular Netball club and inter-school championships are available to all for further development and activity.</p> <p>Units of work in Year 8 and 9 will build upon the knowledge, understanding and skills experienced in Year 7, looking to progress towards more complex skills (i.e. reverse pivot).</p> <p>Can be developed further in GCSE PE and used as one of</p>

		<p>What does a good drive in Netball look like?</p> <p>What are the most important teaching points for an effective shooting action?</p> <p>Why does the ball need to be above the shooter's head?</p> <p>Where is power generated from?</p> <p>What should your body look like when you are marking an opponent with the ball?</p> <p>What body part do you need to lead with when going for an interception?</p> <p>Name three positions – explain where they are allowed to go and state their role within a game.</p>	<p>Gives students an appreciation of the physical demands for different positions.</p>		<p>the three compulsory assessments.</p>
8i	Rounders (8 lessons)	<p>Developing the principles of Rounders.</p> <p>What Technique is most effective for a ball rolling towards / away from the fielder?</p> <p>How Would you describe the technique needed for a high ball?</p> <p>What Body parts does the ball need to be bowled between?</p> <p>How Would you describe an effective bowling technique?</p> <p>Why Is speed important as a batter?</p>	<p>This is a seasonal i.e. Summer activity.</p> <p>Continued development of Rounders from year 7.</p> <p>Students participate in Rounders games in a variety of fielding positions in Year 8.</p> <p>Gives students an appreciation of personal strengths and weaknesses in relation to batting and fielding.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate their development of technique and specific knowledge of terminology and skills through passive/active drills and competitive game play.</p>	<p>Both extra-curricular Rounders club and inter-school championships are available to all for further development and activity.</p> <p>Units of work in Year 8 and 9 will build upon the knowledge, understanding and skills experienced in Year 7, looking to progress towards more complex skills (i.e. placement of ball in relation to fielders).</p>

		<p>What Is the benefit of transferring your weight when batting?</p> <p>When Should you make contact with the ball in relation to your body?</p> <p>What Impact do the fielders have on the batter?</p> <p>What Do you need to do with your batting arm once you have struck the ball?</p> <p>Why Is it important for batters and fielder to be agile?</p> <p>How Can you outwit fielders?</p> <p>What Is the importance of communication skills within your team (state examples)?</p> <p>What Is the benefit of running on a good ball?</p>			
8j	<p>Dance</p> <p>4 weeks, one lesson per week</p> <p>Capoeira/ Contact Duets inspired by A Linha Curva</p>	<p>PERFORMANCE SKILLS</p> <p>Students revisit the skills and knowledge needed as further develop their understanding of Performance through the genre of Capoeira/ Contact fusion.</p>	<p>Continued development of Performing Skills from year 7 applied across 2 contrasting dances.</p> <p>Students perform dances using advanced dance techniques within a range of dance styles and forms</p> <p>Students are encouraged to develop their technique and improve their performance.</p>	<p>Assessment Task</p> <p>Perform a short duet inspired by Capoeira and Contact dance styles, reflecting skills knowledge and understanding of physical, technical and expressive skills i.e. Performance.</p> <p>Assessment Objectives</p> <p>1. Select and combine skills, techniques and ideas and apply them in ways that suit the dance activity with</p>	<p>Key skills within the big ideas of ‘Perform-Choreograph- Appreciate’ are revisited.</p> <p>Students are given the opportunity to perform & choreograph more challenging pieces.</p> <p>Can be developed further in GCSE DANCE option.</p> <p>Both formative and summative feedback from subject teacher regarding</p>

				<p>control, precision and fluency.</p> <p>2. Draw on what they know about performance and respond to changing creative tasks and their strengths and weaknesses.</p> <p>3. Comment on how skills, techniques and ideas have been used in their own and others work, on compositional and other aspects of performance and on ways to improve performance.</p> <p>4. Explain how to prepare for and recover from dance activities and how different types of exercise contribute to their fitness and health.</p> <p>5. Describe how they might get involved in dance-based activity and exercise.</p>	<p>expectations and engagement.</p> <p>Both extra-curricular Dance club and inter-school Dance Competitions are available to all for further development and activity.</p>
<p>8j</p> <p>Task B On rotation</p>	<p>Dance</p> <p>4 weeks, one lesson per week</p> <p>5 Soldiers by Rosie Kay</p>	<p>CHOREOGRAPHY SKILLS</p> <p>Students revisit the skills and knowledge needed as further develop their understanding of Choreography</p> <p>We explore themes and influences within 5 Soldiers by Rosie Kay.</p>	<p>Continued development of Choreography Skills from year 7 applied across 2 contrasting dances.</p> <p>Students are encouraged to develop their choreography</p>	<p>Assessment Tasks</p> <p>Create a 3-part presentation reflecting skills knowledge and understanding of choreographic themes and influences within 5 Soldiers.</p> <p>Assessment Objectives</p>	

			skills to present a short section of dance.	<ol style="list-style-type: none"> 1. Select and combine skills, techniques and ideas and apply them in ways that suit the dance activity with control, precision and fluency. 2. Draw on what they know about performance and choreography and respond to changing creative tasks and their strengths and weaknesses. 3. Comment on how skills, techniques and ideas have been used in their own and others work, on compositional and other aspects of performance and on ways to improve performance. 4. Explain how to prepare for and recover from dance activities and how different types of exercise contribute to their fitness and health. 5. Describe how they might get involved in dance-based activity and exercise. 	
8k	Athletics Track (6 lessons)	How can I build on my previous fitness? How can I improve my times other than by fitness?	This is a seasonal i.e. Summer activity.	Students will be able to verbalise their knowledge &	Both extra-curricular athletics club and inter-school championships are

		<p>What is the most important section of sprint? How far into the race should you be before you reach an upright position? What section of the race is the fastest?</p> <p>What should race pace feel like compared to jogging pace? What should you do if you start to feel uncomfortable? What are the tactics for starting a middle distance race?</p> <p>What is the importance of the approach to the first hurdle? How many steps should you take in between each hurdle? How do my arm help to maintain speed and balance?</p>	<p>Yr. 8 will build on the skills learnt in Yr. 7 increasing fitness (by event distance)</p> <p>Students complete conventional track distances</p> <p>Gives students an appreciation of personal strengths and weakness within the individual disciplines of athletics and how these are linked to body type and how it may have changed since year 7</p>	<p>understanding through Q & A.</p> <p>Students will be able to demonstrate both their development of technique and specific fitness through timed performances.</p>	<p>available to all for further development and activity.</p> <p>Units of work in Year 8 and 9 will build upon the knowledge, understanding and skills experienced in Year 7.</p> <p>Can be developed further in GCSE PE and used as one of the three compulsory assessments.</p> <p>Physical fitness underpins engagement and involvement in every other physical activity.</p>
8M	<p>Badminton – Developing their skills and starting to transfer them into gameplay (4 weeks – 8 lessons)</p>	<p>Can we adapt our skills to certain situations?</p> <p>Can we adapt our serves to put our opponent on the back foot?</p> <p>Are we able to move our opponent around the court?</p> <p>Can we perform our skills in an opposed environment?</p>	<p>Dependent upon facilities available at this time and a rotation of physical activities taught.</p> <p>Students are taught badminton as it fits with the chronological framework.</p>	<p>Students will be mainly assessed through questioning at this point in the unit as certain situations will be presented and students will be required to analyse the situation.</p> <p>Students will also be assessed through observation. For example, can they adapt the skills they have learnt to</p>	<p>Students have the opportunity to attend extra-curricular clubs to remember and retrieve knowledge they have learnt during lessons.</p> <p>Students will also be required to retrieve those skills when they build upon them in year 9 and 10. There is an opportunity for students to recall the skills</p>

				successfully perform them during gameplay?	at the beginning of year 9 and 10 to support them in their understanding.
8N	Football – Developing the students into a full game and what that looks like (4 weeks – 8 lessons)	<p>Do we understand what a full game looks like?</p> <p>Do we understand why the skills are important throughout the game</p> <p>Are we starting to comprehend why certain skills are needed in certain places?</p> <p>Can we start to communicate with our teammates to help them out?</p>	<p>Building upon skills learnt in the previous year.</p> <p>Fits into the rotation of available facilities.</p> <p>This is a seasonal activity.</p>	<p>Students will be assessed through questioning.</p> <p>They will also be assessed through a freeze framing method. This involves students watching other groups complete certain tasks and asking them questions based on what they feel they should see and what they have seen.</p> <p>Students will be asked to complete peer assessment tasks to recognise certain skills and tactics that should be shown in the game.</p>	<p>Units in year 9 will build upon this knowledge so that students can be successful when they are playing a full game.</p> <p>Students also have the opportunity to attend extra-curricular clubs which run all year round.</p> <p>If students take GCSE PE they will be required to use examples in their work so they will be tested to see if they can remember the correct examples. For students who don't take GCSE the testing of their knowledge will occur in year 9,10 and 11.</p>
8O	Tennis – Developing their skills and starting to transfer them into gameplay	<p>Can we adapt our skills to certain situations?</p> <p>Can we adapt our serves to put our opponent on the back foot?</p> <p>Are we able to move our opponent around the court?</p>	<p>Dependent upon facilities available at this time and a rotation of physical activities taught.</p>	<p>Students will be mainly assessed through questioning at this point in the unit as certain situations will be presented and</p>	<p>Students have the opportunity to attend extra-curricular clubs to remember and retrieve knowledge they have learnt during lessons.</p>

	(4 weeks – 8 lessons)	<p>Can we perform our skills in an opposed environment?</p> <p>Are we able to react to our opponent and move around the court efficiently?</p> <p>Do we have the coordination to move our feet to the correct place and then return a shot?</p>	<p>Students are taught tennis as it fits with the chronological framework.</p> <p>Tennis is a seasonal sport as we can only safely play tennis when the outside courts are dry.</p>	<p>students will be required to analyse the situation.</p> <p>Students will also be assessed through observation. For example, can they adapt the skills they have learnt to successfully perform them during gameplay?</p>	<p>Students will also be required to retrieve those skills when they build upon them in year 9 and 10. There is an opportunity for students to recall the skills at the beginning of year 9 and 10 to support them in their understanding.</p>
9A	<p>Badminton – Securing/mastering their knowledge of the skills as well as transitioning into full gameplay. (4 weeks – 8 lessons)</p>	<p>Do we understand the rules and regulations?</p> <p>Can we officiate a game of badminton successfully?</p> <p>Can we place our shots in different locations on the court so that it is more difficult for our opponents?</p> <p>Can we adapt to different opponents?</p> <p>Can we change our serve to benefit our own style of gameplay?</p> <p>Can we develop a style of play that plays to our strengths?</p>	<p>Dependent upon facilities available at this time and a rotation of physical activities taught.</p> <p>Students are taught badminton as it fits with the chronological framework.</p>	<p>Students will be mainly assessed through questioning at this point in the unit as certain situations will be presented and students will be required to analyse the situation.</p> <p>Students will also be assessed through observation. For example, can they adapt the skills they have learnt to successfully perform them during gameplay?</p> <p>Students will also be observed when officiating a game of badminton to demonstrate their understanding.</p>	<p>Students have the opportunity to attend extra-curricular clubs to remember and retrieve knowledge they have learnt during lessons.</p> <p>Students will also be required to retrieve those skills when they build upon them in year 10 and 11. There is an opportunity for students to recall the skills at the beginning of year 10 and 11 to support them in their understanding.</p> <p>Students who have chosen the GCSE PE course will also have assessed/moderated</p>

					badminton to retrieve and support them in their understanding.
9B	Fitness – Securing their knowledge of health and fitness and why it's important for daily life. (4 lessons – 8 weeks)	<p>Do we understand why fitness is important for sport?</p> <p>Do we understand the different types of fitness?</p> <p>Can we associate each type of fitness with a specific sport?</p> <p>Do we understand the type of fitness we need to train in order to be more successful at the sport we play?</p> <p>Are we secure in our own knowledge of how to set up a successful fitness training program?</p>	<p>The study of the fitness unit depends on the rotation of other sports as some facilities are not always available to each class.</p> <p>Students are trying to secure the knowledge they have previously learnt in year 7, 8.</p>	<p>Students will be assessed through questioning and observation. They will need to be able to demonstrate they understand the types of fitness and why they are used for specific situations.</p> <p>Students will also be required to peer assess each other to determine whether or not they can recognise a good level of fitness for a specific situation</p>	<p>Students are able to attend extra-curricular clubs to work on their fitness. There are cross subject links with fitness and most sports as they can train certain elements of their fitness whilst playing another sport.</p> <p>Students will also be supported with retrieval when the subject gets revisited in 10 and 11 based on the option block they have chosen. Students may not need to select fitness for it to have great relevance during sport.</p>
9C	Football – Securing an understanding of a full sided game and how to be successful when	<p>Do we understand the rules and regulations of a full sided game?</p> <p>Do we understand what we have to do to be successful?</p> <p>Can we start considering effective tactical decisions based around positioning?</p>	<p>Securing knowledge from previous units.</p> <p>This is a seasonal activity.</p> <p>The placement of football on the timetable also depends on what facilities are available at what time.</p>	<p>Students will be mainly be assessed through the freeze framing method as its effective when students are able to see a visual representation of a correct tactical decision.</p>	<p>Units in year 7 and 8 have built up the students becoming effective in a game situation. They should be able to recall the skills they have learnt in lessons or at an extra-curricular club and become</p>

	playing (4 weeks – 8 lessons)	<p>Can we adapt in situations we find difficult? Are we able to change the skills we require to make us more successful in a game situation?</p> <p>Can we take all the skills learnt in isolation or unopposed and complete them successfully when there is pressure from an opponent.</p>		<p>Students will also be assessed through observations and questioning to ensure that they understand what they need to do.</p>	<p>successful in a game situation.</p>
9D	<p>Tennis – Securing/mastering their knowledge of the skills as well as transitioning into full gameplay. (4 weeks – 8 lesson)</p>	<p>Do we understand the rules and regulations?</p> <p>Can we officiate a game of tennis successfully? Do we understand the scoring system?</p> <p>Can we place our shots in different locations on the court so that it is more difficult for our opponents?</p> <p>Can we adapt to different opponents?</p> <p>Can we develop a style of play that plays to our strengths?</p>	<p>Dependent upon facilities available at this time and a rotation of physical activities taught.</p> <p>Students are taught tennis as it fits with the chronological framework.</p> <p>Tennis is a seasonal sport as we can only safely play tennis when the outside courts are dry.</p>	<p>Students will be mainly assessed through questioning at this point in the unit as certain situations will be presented and students will be required to analyse the situation.</p> <p>Students will also be assessed through observation. For example, can they adapt the skills they have learnt to successfully perform them during gameplay?</p> <p>Students will also be observed when officiating a game of tennis to demonstrate their understanding of the rules and the scoring system</p>	<p>Students have the opportunity to attend extra-curricular clubs to remember and retrieve knowledge they have learnt during lessons.</p> <p>Students will also be required to retrieve those skills when they build upon them in year 10 and 11. There is an opportunity for students to recall the skills at the beginning of year 10 and 11 to support them in their understanding.</p> <p>Students who have chosen the GSCE PE course will also have assessed/moderated tennis to retrieve and support them in their understanding.</p>

Unit of Work		Why do students study it?	Why do they study it when they do?	How will their grasp of the Big Ideas be assessed?	How will they be supported to remember & retrieve the Big ideas?
7	What is the title of the unit? How many weeks of how many lessons will it last for?	<p>c. What are the “Big Ideas” to be taught in this unit (the essential skills, concepts, knowledge that students will need later on)? Why are these essential? (How do they build students up towards the curriculum end points you have identified above?)</p> <p>d. How else does this unit implement the ideas in your vision statement above?</p>	How do the Big ideas in this unit build on those from previous units? How do they prepare students for those in future units?	How will the Big Ideas be assessed? Outline the assessed task and assessment objectives.	What strategies will be used to help students remember and retrieve the Big Ideas over time? (E.g. knowledge organisers, spaced testing or interleaving).
7a	<p>Introductory Unit – How PE lessons work here at Wyvern and how fit am I? (4 weeks - 8 lessons)</p>	<p>What are the expectations for a successful PE lesson here at Wyvern (in terms of kit, changing, behaviour, and involvement/engagement)?</p> <p>What are the major health-related components of Fitness? How can you test for Fitness and how fit am I?</p> <p>How do I prepare for activity (warm up) and recover from it (warm down)?</p>	<p>Familiarises all students with the changing facilities and all teaching areas.</p> <p>Baseline assesses every student to facilitate future teaching groups (by ability)</p>	<p>Student engagement, activity and behaviour are reported using the college PRIDE scores.</p> <p>Students will be tested and assessed in a variety of standardised fitness tests e.g. 'Bleep', as well as through game play (end ball) and movement (dance).</p>	<p>Both formative and summative feedback from subject teacher regarding expectations and engagement.</p> <p>By the end of Year 7, students should be able to confidently/capably lead their own warm up and warm down. By the end of the Key Stage, they should be able to lead others/whole group.</p>

<p>7b</p>	<p>Rugby – An introduction to the game and the core skills. (6 weeks – 12 lessons)</p>	<p>How should I hold the ball? What is the best way to receive and to give a pass in rugby? How can I (my team) move forwards with the ball when we can only pass backwards/sideward? How do I defend in rugby (tackle)? How can I outwit my opponents?</p>	<p>This is a seasonal i.e. Autumn/Spring activity.</p> <p>Dependent upon facilities available at this time and a rotation of physical activities taught.</p> <p>Fits within chronological framework.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate both their development of skills and their game-play.</p>	<p>Both extra-curricular rugby club/practices and inter-school fixtures are available to all for further development and activity.</p> <p>Units of work in Year 8 and 9 will build upon the knowledge, understanding and skills experienced in Year 7 looking to progress to the full game.</p> <p>Can be developed in GCSE PE and used as one of the three compulsory assessments.</p>
<p>7c</p>	<p>Cricket - An introduction to the game and the core skills. (6 weeks – 12 lessons)</p>	<p>How should I hold a bat? What are the most common shots in cricket (pull, drive and defensive)? How do I bowl overarm? What is the best way to stop, catch and throw a ball? How can I outwit my opponents?</p>	<p>This is a seasonal i.e. Summer activity.</p> <p>Dependent upon facilities available at this time and a rotation of physical activities taught.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate both their development of skills and their game-play.</p>	<p>Both extra-curricular cricket club/practices and inter-school fixtures are available to all for further development and activity.</p> <p>Units of work in Year 8 and 9 will build upon the knowledge,</p>

			Fits within chronological framework.		<p>understanding and skills experienced in Year 7 looking to progress to a modified version of the full game.</p> <p>Can be developed further in GCSE PE and used as one of the three compulsory assessments.</p>
7d	Health Related Fitness (6 weeks – 12 lessons)	<p>How fit am I? How can I get fitter? Can I develop my knowledge and understanding of the various training methods (continuous, interval, circuit)? What factors make a healthy lifestyle? What are both the short-term and long-term effects of exercise upon the body?</p>	<p>Dependent upon facilities available at this time and a rotation of physical activities taught.</p> <p>Fits within chronological framework and builds upon the work achieved/experienced during the 'Intro Unit' in the Autumn term.</p>	<p>Students will experience a series of teacher-led/directed activity sessions based upon the recognised methods of training. All will have the opportunity to design and to lead/follow their own fitness session.</p> <p>Introduction to Heart rates (HR) and their use in fitness testing/assessing.</p> <p>Exploration and use of Personal Bests (PB) with reference to norms and data</p>	<p>Methods of training, methods of testing, the use of HR and the ability to design and follow a six-week personal exercise plan are all compulsory GCSE PE topics.</p> <p>Students are sign-posted to the Wyvern 'Teen Gym' sessions led by the Wyvern Community Enterprise staff and instructors (after the college day).</p>

					Physical fitness underpins engagement and involvement in every other physical activity.
7e	Athletics – Track (3 weeks – 6 lessons)	<p>Am I fit for running and how can we tell how hard somebody is working? How do we recover from running?</p> <p>What component of fitness is needed for sprinting? What is cadence and why is it important? How can I improve my speed?</p> <p>What component of fitness is needed for endurance running? How can we sustain running for longer? How can I improve my endurance?</p> <p>Why is important to approach the hurdle with a Kick using the sole of your foot? How do you maintain your balance when going over the hurdle? How do you ensure that you do not tip your weight forward and risk falling as you go over the hurdle (2 things)?</p>	<p>This is a seasonal i.e. Summer activity.</p> <p>It is a first introduction into discreet athletics events</p> <p>Prepares students for completing conventional track distances in year 8</p> <p>Gives students an appreciation of personal strengths and weakness within the individual disciplines of athletics and how these are linked to body type.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate both their development of technique and specific fitness through timed performances.</p>	<p>Both extra-curricular athletics club and inter-school championships are available to all for further development and activity.</p> <p>Units of work in Year 8 and 9 will build upon the knowledge, understanding and skills experienced in Year 7 looking to progress full distances.</p> <p>Can be developed further in GCSE PE and used as one of the three compulsory assessments.</p> <p>Physical fitness underpins engagement and</p>

					involvement in every other physical activity.
7f	Athletics – Jumps (6 lessons)	<p>An introduction to the principles of jumping.</p> <p>LONG JUMP What is the benefit of jumping from one foot to two feet? Why is it important to include an arm swing? Why is it important to open the angle at the hips? Why do these principles allow you to jump further? Develop into a 3/5/7 stride run up</p> <p>HIGH JUMP – Scissor Kick Decide my lead leg / take off leg. Why do we have the legs straight? Why do we approach from the side and not straight on? How do you raise your body’s centre of gravity? Why is a short final step important? What will happen if your final step is not short? What is the optimum take off position? What will happen if you take off too early? Is a longer approach of any benefit and why?</p> <p>TRIPLE JUMP Introduce the Hop/step/jump pattern. How do you keep the phases approximately the same distance? Why should you not rise and fall at each phase? Explore the value of the run up.</p>	<p>This is a seasonal i.e. Summer activity.</p> <p>It is a first introduction into discreet athletic jumping events</p> <p>Prepares students for completing conventional jumps events in year 8</p> <p>Gives students an appreciation of personal strengths and weakness within the individual disciplines of athletics and how these are linked to body type.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate both their development of technique and specific fitness through measured performances.</p>	<p>Both extra-curricular athletics club and inter-school championships are available to all for further development and activity.</p> <p>Knowledge, understanding and skills experienced in Year 7 look to progress towards more complex jumping techniques in year 8 and 9.</p> <p>Can be developed further in GCSE PE and used as one of the three compulsory assessments.</p> <p>Physical fitness underpins engagement and involvement in every</p>

					other physical activity.
7g	Gymnastics – Exploring travel, partner relationships and an introduction of small and large apparatus (8 lessons)	<p>What is posture? Why is it important in gymnastics? What is extension? How will you use it to improve your performance?</p> <p>How can moves be made simpler or more difficult? What can they do to lead into or out of the move?</p> <p>What makes a good performance, give examples?</p> <p>What do the terms mirror, match and cannon mean?</p>	<p>An introduction to gymnastics and some of its terminology.</p> <p>It is continued development into next years theme.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate their development of technique and specific knowledge of terminology and skills through group and individual performances.</p>	<p>Both formative and summative feedback and crib sheets from subject teacher regarding expectations and engagement.</p> <p>Become a reflective thinker by observing and analysing own and others performances.</p> <p>Knowledge, understanding and skills experienced in Year 7 look to progress towards more complex skills and movements in year 8 building on and using the skills learnt in year 7 to create sequences.</p>
7h	Netball (8 lessons)	An introduction to the principles of basic Netball skills.	This is a seasonal i.e. Winter activity.	Students will be able to verbalise their knowledge & understanding through Q & A.	Both formative and summative feedback opportunities for students.

		<p>What? Why? When? How? You would use each pass within a game situation? Why is it effective to be able to use different passes in a game situation?</p> <p>Explain 2 ways in which you can land?</p> <p>Name two ways in which you can get free from an opponent?</p> <p>Which two positions can shoot? Do they have the same roles and responsibilities? What are the three most important teaching points when shooting?</p> <p>What is the best position for a defender to be in when marking their opponent?</p> <p>What is the importance of speed when driving for a ball?</p> <p>Name three positions and state their role within a game.</p>	<p>It is a first introduction into discreet Netball skills.</p> <p>Prepares students for concepts used in other invasion games (i.e. attacking / defending)</p>	<p>Students will be able to demonstrate both their development of technique and specific skills through passive and active drills and game play.</p>	<p>Beginning the process of becoming a reflective thinker by observing and analysing own and others performances.</p> <p>Knowledge, understanding and skills experienced in Year 7 look to progress towards more complex skills and movements in Year 8 building on and using the skills learnt in year 7 to create sequences.</p> <p>Both extra-curricular Netball club and inter-school championships are available to all for further development and activity.</p>
7i	Rounders (8 lessons)	<p>An introduction to the principles of basic Rounders skills.</p> <p>What Catch should be used for a low/high ball? Why Should you use reverse cup for a high ball?</p>	<p>This is a seasonal i.e. Summer activity.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p>	<p>Both formative and summative feedback opportunities for students.</p>

		<p>When Should you use a cup catch? How Would you describe an effective underarm throw?</p> <p>What Is the most effective pass over a long distance? Why Is the Long barrier most effective for retrieving a ball from the floor?</p> <p>How Would you describe the three key teaching points for a successful underarm bowl? Where Must the bowler stand to bowl?</p> <p>What Are the three phases of the hitting technique? What Does the batter need to do to their body position to aim the ball into a space amongst the fielders? Where Should the batter aim to hit the ball? What Happens if the batter runs out of the front of the batting square?</p>	<p>It is a first introduction into discreet Rounders skills.</p> <p>Prepares students for concepts used in other striking and fielding activities.</p>	<p>Students will be able to demonstrate their development of technique and specific knowledge of terminology and skills through team and individual performances.</p>	<p>Beginning the process of becoming a reflective thinker by observing and analysing own and others performances.</p> <p>Knowledge, understanding and skills experienced in Year 7 look to progress towards more complex skills and movements in Year 8 building on and using the skills learnt in year 7 to create sequences.</p> <p>Both extra-curricular Rounders club and inter-school championships are available to all for further development and activity.</p>
7j	Dance 8 lessons (2 x 4 across 2 themes)	<p>Introduction to PERFORM – CHOREOGRAPH - APPRECIATE What are actions/dynamics/space and relationships in dance?</p>	<p>An introduction to dance and some of its terminology.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p>	<p>Both formative and summative feedback from subject teacher regarding</p>

		<p>How do we describe key action, spatial, dynamic and relationship features from a given stimulus? How do we select and combine ASDR dance skills to create phrases of movement? How can we apply these skills in ways that suit the theme and style of the dance? What are the safety considerations when working with a dance partner?</p> <p>Can you respond imaginatively to improvisation tasks related to a dance theme? How do we identify, select and combine ASDR dance skills to create extended phrases of movement ? Name and explore a variety of ways in which to initiate and respond to a partner's actions. Analyse and describe another group dance for ASDR and key narrative moments.</p>	<p>This unit prepares students for concepts used in dance (i.e. Perform, Choreograph and Appreciate.</p> <p>These concepts are explored in more depth within the Yr 8 unit of work.</p>	<p>Students will be able to select combine dance skills, techniques and styles, performing them accurately and appropriately to the demands of the activity.</p> <p>Students will be able to discuss how the dance skills, techniques and styles have been used in their own work.</p> <p>Students will be able to suggest ways to improve performance.</p> <p>Students will be able to demonstrate their knowledge of technique and dance specific terminology through group and individual performances.</p>	<p>expectations and engagement.</p> <p>Knowledge, understanding and skills experienced in Year 7 progress towards more challenging dance skills in year 8.</p> <p>Both extra-curricular Dance club and inter-school Dance Competitions are available to all for further development and activity.</p>
8f	Athletics – Jumps (6 lessons)	<p>Developing the principles of jumping.</p> <p>LONG JUMP Recall principles of jumping. How to measure a run up. Continued development of 3/5/7 stride run up How do we turn speed into distance? Rules of competition. How do we measure a long jump? Where do we measure from and to?</p> <p>HIGH JUMP</p>	<p>This is a seasonal i.e. Summer activity.</p> <p>It is continued development of discreet athletic jumping events</p> <p>Students compete in conventional jumps events in year 8</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to discuss/evaluate their jumping techniques. Students will be able to offer suggestions to improve theirs and the performance of others.</p>	<p>Both extra-curricular athletics club and inter-school championships are available to all for further development and activity.</p> <p>Units of work in Year 8 and 9 will build upon the knowledge, understanding and</p>

		<p>Recall principles of jumping How to pace out and mark a 5 / 7 step approach for take off. Why is a short final step important? What will happen if your final step is not short? What part of the foot should you jump from? How do you gain more power? Is a longer approach of any benefit and why? Rules of competition.</p> <p>TRIPLE JUMP Recall Yr 7 basic technique, reinforce value of running technique, need for balance and core strength. Developments of 5/7/9 metre take off boards. What sort of run up? (Fast/slow) why? How do you keep the phases approximately the same distance? Why should you not rise and fall at each phase? Rules of competition.</p>	<p>Gives students an appreciation of personal strengths and weakness within the individual disciplines of athletics and how these are linked to body type.</p>	<p>Students will be able to demonstrate both their development of technique and specific fitness through measured performances.</p>	<p>skills experienced in Year 7 looking to progress towards more complex jumping techniques.</p> <p>Can be developed further in GCSE PE and used as one of the three compulsory assessments.</p> <p>Physical fitness underpins engagement and involvement in every other physical activity.</p>
8g	Gymnastics – Balance (8 lessons)	<p>What is a balance? What is a counter balance? What are the 3 basic principles of counter balance? What will happen to the counter balance if the principles are not followed?</p> <p>What makes your partner lighter/heavier? Why is good body tension essential to a partner balance? Recap from year 7 what performance criteria makes a good sequence?</p> <p>What ways can you move into and out of balances? How can you make this easier or more difficult?</p>	<p>Continued development of gymnastics from year 7.</p> <p>Development of skills and techniques used in year 9.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate their development of technique and specific knowledge of terminology and skills through group and individual performances.</p>	<p>Both formative and summative feedback and crib sheets from subject teacher regarding expectations and engagement.</p> <p>Become a reflective thinker by observing and analysing own</p>

				<p>Use of video analysis of group performance to make adjustments and improvements for future lessons.</p> <p>Use of photos of balances to make improvements and self-analyse body position, posture, alignment etc.</p>	<p>and others performances.</p> <p>Knowledge, understanding and skills experienced in Year 7 help to create interest in sequences and help with the travelling phrases. All skills learnt in year 7 and 8 lead into the year 9 SOW.</p>
8h	Netball (8 lessons)	<p>Developing the principles of Netball.</p> <p>What? Why? When? How? You would use each pass within a game situation Why is it effective to be able to uses different passes in a game situation?</p> <p>What does anticipate mean?</p> <p>Why does a player need to anticipate?</p> <p>What may they anticipate happening?</p> <p>What is the benefit of being able to turn in the air before landing with the ball?</p> <p>What are the most effective ways to lose your opponent?</p> <p>What does a good drive in Netball look like?</p> <p>What are the most important teaching points for an effective shooting action?</p> <p>Why does the ball need to be above the shooter's head?</p> <p>Where is power generated from?</p>	<p>This is a seasonal i.e. Winter activity.</p> <p>Continued development of Netball from year 7.</p> <p>Students participate in Netball games in a variety of positions in Year 8.</p> <p>Gives students an appreciation of personal strengths and weaknesses in relation to different positions.</p> <p>Gives students an appreciation of the</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate their development of technique and specific knowledge of terminology and skills through passive/active drills and competitive game play.</p>	<p>Both extra-curricular Netball club and inter-school championships are available to all for further development and activity.</p> <p>Units of work in Year 8 and 9 will build upon the knowledge, understanding and skills experienced in Year 7, looking to progress towards more complex skills (i.e. reverse pivot).</p> <p>Can be developed further in GCSE PE</p>

		<p>What should your body look like when you are marking an opponent with the ball?</p> <p>What body part do you need to lead with when going for an interception?</p> <p>Name three positions – explain where they are allowed to go and state their role within a game.</p>	physical demands for different positions.		and used as one of the three compulsory assessments.
8i	Rounders (8 lessons)	<p>Developing the principles of Rounders.</p> <p>What Technique is most effective for a ball rolling towards / away from the fielder?</p> <p>How Would you describe the technique needed for a high ball?</p> <p>What Body parts does the ball need to be bowled between?</p> <p>How Would you describe an effective bowling technique?</p> <p>Why Is speed important as a batter?</p> <p>What Is the benefit of transferring your weight when batting?</p> <p>When Should you make contact with the ball in relation to your body?</p> <p>What Impact do the fielders have on the batter?</p> <p>What Do you need to do with your batting arm once you have struck the ball?</p> <p>Why Is it important for batters and fielder to be agile?</p> <p>How Can you outwit fielders?</p>	<p>This is a seasonal i.e. Summer activity.</p> <p>Continued development of Rounders from year 7.</p> <p>Students participate in Rounders games in a variety of fielding positions in Year 8.</p> <p>Gives students an appreciation of personal strengths and weaknesses in relation to batting and fielding.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to demonstrate their development of technique and specific knowledge of terminology and skills through passive/active drills and competitive game play.</p>	<p>Both extra-curricular Rounders club and inter-school championships are available to all for further development and activity.</p> <p>Units of work in Year 8 and 9 will build upon the knowledge, understanding and skills experienced in Year 7, looking to progress towards more complex skills (i.e. placement of ball in relation to fielders).</p>

		<p>What Is the importance of communication skills within your team (state examples)?</p> <p>What Is the benefit of running on a good ball?</p>			
8j	Dance 8 lessons (2 x 4 across 2 themes)	<p>Developing the principles of Perform – Choreograph- Appreciate</p> <p>What are the key features, movements and choreographic devices used in Street Dance?</p> <p>What are isolations? Students will explore a variety of isolations using different parts of the body.</p> <p>How does the choice and use of music allow us to develop timing, dynamics and rhythm?</p> <p>Select and combine ASDR dance skills to create phras movement in the appropriate style for this dance?</p> <p>How does a knowledge and understanding of Performing Skills contribute to an improved presentation?</p> <p>Analyse and interpret a stimulus, using both the visual imagery of the shapes and a discussion of the context.</p> <p>Select and combine ASDR dance skills to create phras movement in the appropriate style for this dance.</p> <p>Explain how the structure of a dance can support the theme.</p> <p>How does a knowledge and understanding of Choreography Skills contribute to an improved presentation?</p>	<p>This unit builds on the concepts used in Yr 7 dance (i.e. Perform, Choreograph and Appreciate.</p> <p>Detailed exploration of Perform, Choreograph and Appreciate is applied across 2 contrasting dances.</p> <p>Students perform dances using advanced dance techniques within a range of dance styles and forms</p> <p>Students are encouraged to develop their technique and improve their performance.</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p> <p>Students will be able to discuss how the dance skills, techniques & styles have been used in their own and the work of other students.</p> <p>Students will be able to suggest ways to improve performance in their own and the work of students.</p> <p>Students will be able to demonstrate their development of technique and specific knowledge of terminology and skills through group and individual performances.</p>	<p>Both formative and summative feedback from subject teacher regarding expectations and engagement.</p> <p>Both extra-curricular Dance club and inter-school Dance Competitions are available to all for further development and activity.</p> <p>Can be developed further in GCSE DANCE option choice.</p>
8k	Athletics Track (6 lessons)	<p>How can I build on my previous fitness?</p> <p>How can I improve my times other than by fitness?</p> <p>What is the most important section of sprint?</p>	<p>This is a seasonal i.e. Summer activity.</p> <p>Yr. 8 will build on the skills learnt in Yr. 7</p>	<p>Students will be able to verbalise their knowledge & understanding through Q & A.</p>	<p>Both extra-curricular athletics club and inter-school championships are available to all for</p>

		<p>How far into the race should you be before you reach an upright position? What section of the race is the fastest?</p> <p>What should race pace feel like compared to jogging pace? What should you do if you start to feel uncomfortable? What are the tactics for starting a middle distance race?</p> <p>What is the importance of the approach to the first hurdle? How many steps should you take in between each hurdle? How do my arm help to maintain speed and balance?</p>	<p>increasing fitness (by event distance)</p> <p>Students complete conventional track distances</p> <p>Gives students an appreciation of personal strengths and weakness within the individual disciplines of athletics and how these are linked to body type and how it may have changed since year 7</p>	<p>Students will be able to demonstrate both their development of technique and specific fitness through timed performances.</p>	<p>further development and activity.</p> <p>Units of work in Year 8 and 9 will build upon the knowledge, understanding and skills experienced in Year 7.</p> <p>Can be developed further in GCSE PE and used as one of the three compulsory assessments.</p> <p>Physical fitness underpins engagement and involvement in every other physical activity.</p>
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