

Curriculum Overview: PE

PE at Forest High aims to inspire all students to actively engage in lifelong physical activity through a variety of roles. We encourage participation and inspire our students to lead a healthy active lifestyle. Through support and scaffolding, all students will be able to participate and be inspired, regardless of starting point or special educational needs or disabilities.

Pre-BTEC Sport

The PE curriculum is based upon the spiralling principle: students revisit sports each year, revising and deepening their skills:

- Year 7 focusses on core skill development in each sport
- Year 8 focusses on selection of skills within a competitive situation
- Year 9 focusses on tactical awareness and combination play

Specific sports can vary according to staff specialism and cohort strengths and interests.

What we study in Year 7 and why we study it	Concepts	Competencies	Literacy – Key Terminology explored
Athletics	<ul style="list-style-type: none"> • Performance: Students will develop technique to perform series of running/jumping/throwing events • Decision Making: Use of tactics and strategies adopted when pacing during long distance running • Coaching: Feedback to others on effectiveness of their technique when running/jumping/throwing • Leadership: Recognise how to officiate and use health and safety when measuring others 	<ul style="list-style-type: none"> • Students to build upon Year 6 work on Athletics. Develop 'natural' inclinations of running/jumping/throwing. Learn how to record/measure results, times and distances. Identify how to reach appropriate targets by trying to observe and improve techniques. 	<p>Students will be able to understand and use words relating to running, e.g. stride length leg and arm action, head position and pacing. Jumping e.g. approach run, acceleration, and momentum. Throwing e.g. grip, stance, release and angle of release. Opportunities for pupils to record results. Watch video/analysis correct</p>

	<ul style="list-style-type: none"> • Character: Works well when working with others and also helps others when required during relay work • Health and Fitness: Should always perform in lessons to the maximum of their ability 		<p>technique. Communication; Speaking and Listening. Cooperation; Working together.</p>
Badminton	<ul style="list-style-type: none"> • Performance: Develop techniques required to perform a range of basic shots in badminton • Decision Making: Adopting tactics required to outwit opponents in a competitive situation • Coaching: Feeding back effectiveness of partners performance of series of badminton shots • Leadership: Recognise how to officiate and score a game of badminton • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can identify components of fitness required to be effective in badminton 	<ul style="list-style-type: none"> • Students will be able to serve and return in modified versions of the game; sustain a rally in a co-operative situation demonstrating some consistency and accuracy using limited stroke selection; show an understanding of the basic tactics and form simple plans from observation of others' performance; play as a team member and consistently apply the basic rules of the game; carry out practices including warming up and cooling down. 	<p>Students will be able to understand and use words relating to Tactics and Techniques, e.g. Body positioning, Service angle, flight of shuttle, angles, forehand, backhand, smash, overhead, drop shot, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation & fitness Speaking and listening – through the activities students could solve a problem, consider alternatives, structure plans and organise group activity</p>

<p>Basketball</p>	<ul style="list-style-type: none"> • Performance: Students will develop techniques needed to perform passing/dribbling/shooting effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation • Coaching: Feedback to others when focussing on specific skill development e.g. passing/dribbling • Leadership: recognise how to officiate using some basic rules within basketball • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can identify components of fitness required to be effective in basketball 	<ul style="list-style-type: none"> • Students will develop a range of techniques through skills like passing, shooting and dribbling in Year 7. They will adapt said skills through varied situations. They will understand basic principles of attack and defence through creating space and denial. They will develop an awareness of basic rules, laws and scoring systems. Students will also observe conventions of fair play and good sporting behaviour throughout. 	<p>Students will be able to understand, use words relating to tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through</p> <p>Preparation, e.g. warming up, cooling down</p> <p>Assessment, e.g. collecting and analysing data</p> <p>Speaking and listening – through the activities pupils could collaborate with others to share information and ideas, and solve problems</p>
<p>Football</p>	<ul style="list-style-type: none"> • Performance: Students will develop techniques needed to perform passing/dribbling/shooting effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation • Coaching: Feedback to others when focussing on specific skill development e.g. passing/dribbling • Leadership: recognise how to officiate using some basic rules within football 	<ul style="list-style-type: none"> • Students will focus on how to use basic principles of attack and defence to plan strategy and tactics for football. They work on improving the quality of their skills using various techniques to. In all games activities, Students think about how to use skills, strategies and tactics to outwit the opposition. 	<p>Students will be able to understand and use words relating to tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through</p> <p>Preparation, e.g. warming up, cooling down</p> <p>Assessment, e.g. collecting and analysing data</p>

	<ul style="list-style-type: none"> • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can identify components of fitness required to be effective in football 		Speaking and listening – through the activities pupils could collaborate with others to share information and ideas, and solve problems
Gymnastics	<ul style="list-style-type: none"> • Performance: Sequence work using jumps, balances, rolls, flight • Decision Making: Sequence work when working in groups • Coaching: Sequence work when analysing themselves and others • Leadership: Have an awareness of the health and safety aspects to be aware of when working on individual routines • Character: Works well when composing sequences with others and also helps others when required • Health and Fitness: Should recognise the importance of warming up, especially when using flexibility throughout their individual routines 	<ul style="list-style-type: none"> • Students to build upon Year 6 work on Gymnastics. Develop shapes and balances with travelling actions. Transfer skills developed through floor work and incorporate into sequence work. Identify how to evaluate sequences with an emphasis upon shape, speed, level and direction. 	Students will be able to understand and use words relating to performance, e.g. criteria for observing and judging, vaults – approaching, flight, landing, rotation, Arab spring, handspring, acceleration, deceleration, principle of composition Dynamics, e.g. explosive/sustained Speaking and listening – through the activities pupils could discuss and respond to initial ideas and information, carry out the task and then review and refine ideas.
Hockey	<ul style="list-style-type: none"> • Performance: Students will develop techniques needed to perform passing/dribbling/shooting effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation 	<ul style="list-style-type: none"> • Students focus on how to use basic principles of attack and defence to plan strategies and tactics for hockey. Students will work on improving the quality of their skills with the intention of outwitting opposition. In all games activities, Students think 	Students will be able to understand and use words relating to tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet,

	<ul style="list-style-type: none"> • Coaching: Feed back to others when focussing on specific skill development e.g. passing/dribbling • Leadership: recognise how to officiate using some basic rules within hockey • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can identify components of fitness required to be effective in hockey 	about how to use skills, strategies and tactics to outwit the opposition.	watching the ball, following through Preparation, e.g. warming up, cooling down Assessment, e.g. collecting and analysing data Speaking and listening – through the activities pupils could collaborate with others to share information and ideas, and solve problems
Health Related Exercise	<ul style="list-style-type: none"> • Coaching: Feedback to others on effectiveness of their performance of HRE tasks • Leadership: Recognise importance of health and safety when working to their maximum • Character: Works well when working with others and also helps others when required • Health and Fitness: Should always perform in lessons to the maximum of their ability 	<ul style="list-style-type: none"> • Students are to develop an awareness of fitness and the need for fitness in everyday life. Recognise how to carry out warm ups and individual stretches in a safe manner. Develop an understanding of how the body responds to exercise. 	Students will be able to understand and use words relating to health and fitness, e.g. heart rate, recovery, cool down, lactic acid, fatigue and muscles name. Opportunities for pupils to record results will incorporate use of ICT. Communication; Speaking and Listening. Cooperation; Working together.
Netball	<ul style="list-style-type: none"> • Performance: Students will develop techniques needed to perform passing/shooting effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation • Coaching: Feed back to others when focussing on specific skill development e.g. passing/shooting 	<ul style="list-style-type: none"> • Students focus on how to use basic principles of attack and defence to plan strategies and tactics for netball. Students will work on improving the quality of their skills with the intention of outwitting opposition. In all games activities, Students think about how to use skills, 	Through the activities in this unit, students will be able to understand and use words related to netball. Example; principles of attack and defence, court positions, marking, covering and interception. Opportunities for pupils to record rules and tactics. Watch video/compare professional

	<ul style="list-style-type: none"> • Leadership: recognise how to officiate using some basic rules within shooting • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can identify components of fitness required to be effective in netball 	strategies and tactics to outwit the opposition.	game. Communication. Speaking and Listening, Cooperation & Working together.
Rounders	<ul style="list-style-type: none"> • Performance: Students will develop techniques needed to perform bowling/batting effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation • Coaching: Feedback to others when focussing on specific skill development e.g. bowling/batting • Leadership: recognise how to officiate using some basic rules within rounders • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can identify components of fitness required to be effective in rounders 	<ul style="list-style-type: none"> • Students will replicate and improve individual technique in batting, bowling and fielding. Students will work on improving the quality of their skills with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Students should begin to accurately score games. 	Through the activities in this unit, students will be able to understand, use and spell correctly word relating to rounders. Example; stance, body position, follow through, no ball, batting order and field placement. Opportunities for pupils to record rules and tactics using ICT. Communication, Speaking and Listening, Cooperation & Working together.
Swimming	<ul style="list-style-type: none"> • Performance: Develop techniques required to perform a range of basic strokes in swimming • Decision Making: Adopting tactics required to outwit opponents in a competitive situation 	<ul style="list-style-type: none"> • Students entering Year 7 will have met those requirements set out in the National Curriculum for England at Key Stage Two for swimming activities and water safety. 	Students will be able to understand and use words relating to performance, e.g. Warm up, pulse raiser, mobilisation, front crawl, streamline, back crawl,

	<ul style="list-style-type: none"> • Coaching: Feeding back effectiveness of partners performance of series of swimming strokes • Leadership: Recognise how to officiate and lead others when competing • Character: Are able to help others where necessary when working in groups • Health and Fitness: Should always perform in lessons to the maximum of their ability 	<p>Namely that each pupil should be taught to pace themselves in floating and swimming challenges related speed, distance and personal survival. Swim unaided for a sustained period of time over a distance of at least 25m. Use recognised arm and leg actions, lying on their front and back. Use a range of strokes and personal survival skills.</p>	<p>breaststroke, leg kick, arm action, pacing, 25m, competition, tumble turn.</p>
Tennis	<ul style="list-style-type: none"> • Performance: Develop techniques required to perform a range of basic shots in tennis • Decision Making: Adopting tactics required to outwit opponents in a competitive situation • Coaching: Feeding back effectiveness of partners performance of series of tennis shots • Leadership: Recognise how to officiate and score a game of tennis • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can identify components of fitness required to be effective in tennis 	<ul style="list-style-type: none"> • Students will aim to improve their individual technique. Students will develop their understanding of tactics and play shots within a rally more effectively and consistently. Students will work on improving the quality of their skills with the intention of outwitting opponents. In net games, it is the players aim to get the ball to land in the target area so that the opponent cannot return it. Students should be able to accurately score and officiate tennis games. 	<p>Through the activities in this unit students will be able to understand, use and spell correctly words relating to Tactics and techniques, e.g. ready position, angles, forehand, backhand, smash, overhead, volley, block, serve, staying in the rally, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captancy, adjustments/variations, anticipation, fitness Speaking and listening – through the activities pupils could solve a problem, consider alternatives,</p>

			structure plans and organise group activity
Volleyball	<ul style="list-style-type: none"> • Performance: Develop techniques required to perform a range of basic shots in volleyball • Decision Making: Adopting tactics required to outwit opponents in a competitive situation • Coaching: Feeding back effectiveness of partners performance of series of volleyball shots • Leadership: Recognise how to officiate and score a game of volleyball • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can identify components of fitness required to be effective in volleyball 	<ul style="list-style-type: none"> • Students will focus on how to use basic principles of attack and defence to plan strategy and tactics for volleyball. They work on improving and developing techniques as well as implementing and refining strategic play to outwit opponents. In net games, it is the player aim to get the ball to land in the target area so that the opponent cannot return it. Students should begin to accurately score and officiate volleyball games. 	Through the activities in this unit students will be able to understand, use and spell correctly words relating to Tactics and techniques, e.g. court positioning, angles, smash, overhead, dig, set, volley, block, staying in the rally, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captancy, adjustments/variations, anticipation, fitness Speaking and listening – through the activities pupils could solve a problem, consider alternatives, structure plans and organise group activity
What we study in Year 8 and why we study it	Concepts	Competencies	Literacy – Key Terminology explored
Athletics	<ul style="list-style-type: none"> • Performance: Students will refine technique to perform series of running/jumping/throwing events • Decision Making: Use of tactics and strategies adopted when pacing during long distance running 	<ul style="list-style-type: none"> • Students to build upon and consolidate Year 7 work on Athletics. Refine techniques of running/jumping/throwing developed previously. Explore factors that influence 	Students will be able to understand and use words relating to running, e.g. stride length leg and arm action, head position and pacing. Jumping e.g. approach run,

	<ul style="list-style-type: none"> • Coaching: Feedback to others on effectiveness of their technique when running/jumping/throwing • Leadership: Recognise how to officiate and use health and safety when measuring others • Character: Works well when working with others and also helps others when required during relay work • Health and Fitness: Should always perform in lessons to the maximum of their ability 	<p>successful performance. Allow pupils responsibility for aspects of their warm ups and recovery from exercise.</p>	<p>acceleration, and momentum. Throwing e.g. grip, stance, release and angle of release. Opportunities for pupils to record results. Watch video/analysis correct technique. Communication; Speaking and Listening. Cooperation; Working together.</p>
Badminton	<ul style="list-style-type: none"> • Performance: Develop and consolidate techniques required to perform a range of shots in badminton • Decision Making: Adopting tactics required to outwit opponents in a competitive situation • Coaching: Feeding back effectiveness of partners performance of series of badminton shots • Leadership: Recognise how to officiate and score a game of badminton • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can consolidate the components of fitness required to be effective in badminton 	<ul style="list-style-type: none"> • Students will be able to use a range of skills with fluency and accuracy; understand the implications of their shot placement; respond appropriately to returns by the opposition and maintain their place in the rally, identify opportunities to finish the rally, increase scoring opportunities, serve and return; experiment with a range of basic tactics and form simple game plans based on their opponents strengths and weaknesses; fulfil a number of different roles including player, umpire, team leader etc; understand the benefits of regular exercise and ways of becoming involved in regular physical activity. 	<p>Students will be able to understand, use words relating to Tactics and Techniques, e.g. Body positioning, Service angle, flight of shuttle, angles, forehand, backhand, smash, overhead, drop shot, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation & fitness Speaking and listening – through the activities pupils could solve a problem, consider alternatives, structure plans and organise group activity</p>

<p>Basketball</p>	<ul style="list-style-type: none"> • Performance: Students will refine techniques needed to perform passing/dribbling/shooting effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation • Coaching: Feed back to others when focussing on specific skill development e.g. passing/dribbling • Leadership: recognise how to officiate using some basic rules within basketball • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can identify components of fitness required to be effective in basketball 	<ul style="list-style-type: none"> • Students will refine and develop more complex skills to develop understanding of Basketball in Year 8. They will apply a range of tactics and strategies successfully. They will develop the importance of teamwork in both defence and attack. They will explain the range of decisions they make throughout a game. Students will continue to observe conventions of fair play and good sporting behaviour throughout. 	<p>Students will be able to understand, use words relating to tactics being direct, marking, covering, delaying, moving feet, watching the ball, following through</p> <p>Preparation, e.g. warming up, cooling down</p> <p>Assessment, e.g. collecting and analysing data</p> <p>Speaking and listening – through the activities pupils could collaborate with others to share information and ideas, and solve problems</p>
<p>Football</p>	<ul style="list-style-type: none"> • Performance: Students will refine techniques needed to perform passing/dribbling/shooting effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation • Coaching: Feed back to others when focussing on specific skill development e.g. passing/dribbling • Leadership: recognise how to officiate using some basic rules within football 	<ul style="list-style-type: none"> • Students will focus on developing team attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points. 	<p>Students will be able to understand and use words relating to strategies and tactics, e.g. principles of attack and defence, keeping possession and making progression, dispossessing an opponent, covering, intercepting, marking, tackling, width and depth in attack</p> <p>Speaking and listening – through the activities pupils could ask questions to gain clarification and further information (why, how, what</p>

	<ul style="list-style-type: none"> • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can implement components of fitness required to be effective in football 		then), collaborate with others to share information and ideas, and solve problems
Gymnastics	<ul style="list-style-type: none"> • Performance: Group sequence work using jumps, balances, rolls, flight • Decision Making: Sequence work when working in groups • Coaching: Sequence work when analysing themselves and others • Leadership: Have an awareness of the health and safety aspects to be aware of when working on individual routines • Character: Works well when composing sequences with others and also helps others when required • Health and Fitness: Should recognise the importance of warming up, especially when using flexibility throughout their individual routines 	<ul style="list-style-type: none"> • Students to build upon Year 7 work on Gymnastics. Develop skills of balance, weight bearing and flight. Work safely when supporting a partner. Develop awareness and understanding of the components of fitness associated with Gymnastics. 	Students will be able to understand and use words relating to performance, e.g. criteria for observing and judging, vaults – approaching, flight, landing, rotation, Arab spring, handspring, acceleration, deceleration, principle of composition Dynamics, e.g. explosive/sustained Speaking and listening – through the activities pupils could discuss and respond to initial ideas and information, carry out the task and then review and refine ideas.
Hockey	<ul style="list-style-type: none"> • Performance: Students will refine techniques needed to perform passing/dribbling/shooting effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation 	<ul style="list-style-type: none"> • Students will focus on developing team attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out tactics with intent to outwit the opposition. In all games activities, Students think 	Students will be able to understand and use words relating to tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet,

	<ul style="list-style-type: none"> • Coaching: Feed back to others when focussing on specific skill development e.g. passing/dribbling • Leadership: recognise how to officiate using some basic rules within hockey • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can use components of fitness required to be effective in hockey 	about how to use skills, strategies and tactics to outwit the opposition.	watching the ball, following through Preparation, e.g. warming up, cooling down Assessment, e.g. collecting and analysing data Speaking and listening – through the activities pupils could collaborate with others to share information and ideas, and solve problems
Health Related Exercise	<ul style="list-style-type: none"> • Coaching: Feedback to others on effectiveness of their performance of HRE tasks • Leadership: Recognise importance of health and safety when working to their maximum • Character: Works well when working with others and also helps others when required • Health and Fitness: Should always perform in lessons to the maximum of their ability 	<ul style="list-style-type: none"> • Students are to develop an in depth understanding of short term and long term effects of exercise. Recognise the importance of components of fitness in relation to specific sports. Demonstrate an ability to lead their own warm up. 	Students will be able to understand and use words relating to health and fitness, e.g. heart rate, recovery, cool down, lactic acid, fatigue and muscles name. Opportunities for pupils to record results will incorporate use of ICT. Communication; Speaking and Listening. Cooperation; Working together.
Netball	<ul style="list-style-type: none"> • Performance: Students will refine techniques needed to perform passing/shooting effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation • Coaching: Feed back to others when focussing on specific skill development e.g. passing/shooting 	<ul style="list-style-type: none"> • Students will focus on developing team attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out tactics with intent to outwit the opposition. In all games activities, Students think about how to use skills, 	Through the activities in this unit, students will be able to understand and use words related to netball. Example; principles of attack and defence, court positions, marking, covering and interception. Opportunities for pupils to record rules and tactics. Watch video/compare professional

	<ul style="list-style-type: none"> • Leadership: recognise how to officiate using some basic rules within shooting • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can use components of fitness required to be effective in netball 	strategies and tactics to outwit the opposition.	game. Communication. Speaking and Listening, Cooperation & Working together.
Rounders	<ul style="list-style-type: none"> • Performance: Students will refine techniques needed to perform bowling/batting effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation • Coaching: Feed back to others when focussing on specific skill development e.g. bowling/batting • Leadership: can officiate using some rules within rounders • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can use components of fitness required to be effective in rounders 	<ul style="list-style-type: none"> • Students focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Students will further work on the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Students should accurately score games & understand rules. 	Through the activities in this unit, students will be able to understand, use and spell correctly word relating to rounders. Example; stance, body position, follow through, no ball, batting order and field placement. Opportunities for pupils to record rules and tactics using ICT. Communication, Speaking and Listening, Cooperation & Working together.
Rugby	<ul style="list-style-type: none"> • Performance: Students will refine techniques needed to perform passing/tackling effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation 	<ul style="list-style-type: none"> • Students to adapt and develop their carrying, sending and receiving skills. They will refine their defensive and tackling skills within a practice and game situation. They will 	Through the activities in this unit students will be able to understand and use words relating to anticipation, receiving, offside, speed, direction, passing, controlling, tagging & scoring.

	<ul style="list-style-type: none"> • Coaching: Feed back to others when focussing on specific skill development e.g. passing/tackling • Leadership: will start to officiate using basic rules within rugby • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can use components of fitness required to be effective in rugby 	<p>understand further the principles of attack and defence especially within a competitive context. They will be able to make supportive and constructive evaluations about the strengths and weaknesses of their own and others performances.</p>	<p>Speaking and listening – pupils should collaborate with others to share information & ideas and solve problems</p>
Swimming	<ul style="list-style-type: none"> • Performance: Develop techniques required to perform a range of personal survival techniques • Decision Making: Adopting tactics required to perform personal survival tasks in different scenarios • Coaching: Feeding back effectiveness of partners performance of personal survival skills • Leadership: Recognise how to lead others when working on personal survival tasks in the water • Character: Are able to help others where necessary when working in groups • Health and Fitness: Should always perform in lessons to the maximum of their ability 	<ul style="list-style-type: none"> • Students focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques. In all swimming activities, Students have to keep afloat and propel themselves through water. Learning to swim enables them to take part in a range of water-based activities. 	<p>Students will be able to understand and use words relating to performance, e.g. front crawl, back crawl, breaststroke, float, scull, surface diving, pull, push, kick, lie flat, streamlined, breathe, turning, warmth, body heat;</p>

<p>Tennis</p>	<ul style="list-style-type: none"> • Performance: Refine techniques required to perform a range of shots in tennis • Decision Making: Adopting tactics required to outwit opponents in a competitive situation • Coaching: Feeding back effectiveness of partners performance of series of tennis shots • Leadership: Be able to officiate and score a game of tennis • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can use components of fitness required to be effective in tennis 	<ul style="list-style-type: none"> • Students will aim to demonstrate a consistent technique. Students will focus on accurate replication of skills and refining game strategies with the intention of outwitting their opponents. In net games, it is the players aim to get the ball to land in the target area so that the opponent cannot return it. Students should be able to accurately score and officiate tennis games. 	<p>Through the activities in this unit students will be able to understand, use and spell correctly words relating to Tactics and techniques, e.g. ready position, angles, forehand, backhand, smash, overhead, volley, block, serve, staying in the rally, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation, fitness</p> <p>Speaking and listening – through the activities pupils could solve a problem, consider alternatives, structure plans and organise group activity</p>
<p>Volleyball</p>	<ul style="list-style-type: none"> • Performance: Refine techniques required to perform a range of shots in volleyball • Decision Making: Adopting tactics required to outwit opponents in a competitive situation • Coaching: Feeding back effectiveness of partners performance of series of volleyball shots • Leadership: Be able to officiate and score a game of volleyball 	<ul style="list-style-type: none"> • Students will focus developing the basic techniques as well as implementing more advanced strategic play to outwit opponents. Students will demonstrate the essential elements of attack and defence with increased fluency and control. In net games, it is the player aim to get the ball to land in the target area so that the 	<p>Through the activities in this unit students will be able to understand, use and spell correctly words relating to Tactics and techniques, e.g. court positioning, angles, smash, overhead, dig, set, volley, block, staying in the rally, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy,</p>

	<ul style="list-style-type: none"> • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can use components of fitness required to be effective in volleyball 	opponent cannot return it. Students should be able to accurately score and officiate volleyball games.	adjustments/variations, anticipation, fitness Speaking and listening – through the activities pupils could solve a problem, consider alternatives, structure plans and organise group activity
What we study in Year 9 and why we study it	Concepts	Competencies	Literacy – Key Terminology explored
Athletics	<ul style="list-style-type: none"> • Performance: Students will consolidate techniques to perform series of running/jumping/throwing events • Decision Making: Use of tactics and strategies adopted when pacing during long distance running • Coaching: Feedback to others on effectiveness of their technique when running/jumping/throwing • Leadership: Recognise how to officiate and use health and safety when measuring others • Character: Works well when working with others and also helps others when required during relay work • Health and Fitness: Should always perform in lessons to the maximum of their ability 	<ul style="list-style-type: none"> • Students are to develop and consolidate techniques of running, jumping and throwing and apply them to new situations. Understand rules and scoring to meet requirements of performance. Warm up and cool down specifically for events covered. Work safely when using/carrying equipment. 	Students will use words relating to running, e.g. stride length, leg & arm action, head position & pacing. Jumping -approach run, acceleration, and momentum. Throwing -grip, stance, release and angle of release. Opportunities for pupils to record results. Watch video/analysis correct technique. Communication; Speaking and Listening. Working together.
Badminton	<ul style="list-style-type: none"> • Performance: Develop variety required to perform a range of basic shots in badminton • Decision Making: Adopting tactics required to outwit opponents in a competitive situation 	<ul style="list-style-type: none"> • Students will be able to use a range of shots and techniques with consistent accuracy, precision and variation in power; use basic game strategies effectively; identify 	Students will be able to understand, use words relating to Tactics and Techniques, e.g. Body positioning, Service angle, flight of shuttle, angles,

	<ul style="list-style-type: none"> • Coaching: Feeding back effectiveness of partners performance of series of badminton shots • Leadership: Can officiate and score a game of badminton effectively • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Uses components of fitness required to be effective in badminton 	<p>strengths and weaknesses in their own and others' performance; identify areas for improvement and use practices to develop them; suggest combinations of tactics to increase the opportunities for scoring successfully; organise and umpire effectively, using rules to ensure the game is played fairly.</p>	<p>forehand, backhand, smash, overhead, drop shot, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captancy, adjustments/variations, anticipation & fitness Speaking and listening – through the activities pupils could solve a problem, consider alternatives, structure plans and organise group activity</p>
Basketball	<ul style="list-style-type: none"> • Performance: Students will master techniques needed to perform passing/dribbling/shooting effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation • Coaching: Feed back to others when focussing on specific skill development e.g. passing/dribbling • Leadership: recognise how to officiate using some basic rules within basketball • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can use components of fitness required to be effective in basketball 	<ul style="list-style-type: none"> • Students will refine and develop more complex skills to develop understanding of Basketball in Year 9. They will play at greater speed with more precision in both defence and attack. They will put game plans into effect throughout with success. They will develop a more in depth knowledge of the rules, laws and scoring systems. Students will continue to observe conventions of fair play and good sporting behaviour throughout. 	<p>Students will be able to understand, use words relating to tactics being direct, marking, covering, delaying, moving feet, watching the ball, following through Preparation, e.g. warming up, cooling down Assessment, e.g. collecting and analysing data Speaking and listening – through the activities pupils could collaborate with others to share information and ideas, and solve problems</p>

<p>Football</p>	<ul style="list-style-type: none"> • Performance: Students will master techniques needed to perform passing/dribbling/shooting effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation • Coaching: Feed back to others when focussing on specific skill development e.g. passing/dribbling • Leadership: recognise how to officiate using some basic rules within football • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can use components of fitness required to be effective in football 	<ul style="list-style-type: none"> • Students will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations in a football game. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points. 	<p>Students will be able to understand and use words relating to the planning and playing of games, e.g. starts, restarts, set plays, team strategy, team play, tournaments, competitions, preparation, recovery, fitness, exercise, activity, leading, officiating, principles of play, attack, defence, outwitting an opponent, countering a play</p> <p>Speaking and listening – through the activities pupils could follow an argument, demonstration, etc., making notes that are then used in another task</p>
<p>Gymnastics</p>	<ul style="list-style-type: none"> • Performance: Group sequence work using jumps, balances, rolls, flight on apparatus • Decision Making: Sequence work when working in groups • Coaching: Sequence work when analysing themselves and others • Leadership: Have an awareness of the health and safety aspects to be aware of when working on individual routines and working on setting up apparatus • Character: Works well when composing sequences with others and also helps others when required 	<ul style="list-style-type: none"> • Students to develop theme of flight within Gymnastics. Plan, perform and evaluate movement sequences incorporating rotation, balance and linking. Work safely carrying and using apparatus and when supporting a partner. Develop in depth understanding of the components of fitness trained to achieve excellence within Gymnastics. 	<p>Students will be able to understand and use words relating to performance, e.g. Safety, Weight transfer, sequence, asymmetrical, speed, fluency, quality, extension, floor, symmetrical, performance, height, rotation, travel, body tension, control, clarity of shape, apparatus, neck spring.</p>

	<ul style="list-style-type: none"> • Health and Fitness: Should recognise the importance of warming up, especially when using flexibility throughout their individual routines 		
Hockey	<ul style="list-style-type: none"> • Performance: Students will master techniques needed to perform passing/dribbling/shooting effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation • Coaching: Feed back to others when focussing on specific skill development e.g. passing/dribbling • Leadership: recognise how to officiate using some basic rules within hockey • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can implement components of fitness required to be effective in hockey 	<ul style="list-style-type: none"> • Students will focus on developing, implementing and refining team and individual game plans with the goal of outwitting an opponent. Students will focus on developing and implementing attacking and defending strategies and techniques. All games activities involve Students thinking about how to use skills, strategies and tactics to outwit the opposition. 	<p>Students will be able to understand and use words relating to tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through</p> <p>Preparation, e.g. warming up, cooling down</p> <p>Assessment, e.g. collecting and analysing data</p> <p>Speaking and listening – through the activities pupils could collaborate with others to share information and ideas, and solve problems</p>
Health Related Exercise	<ul style="list-style-type: none"> • Coaching: Feedback to others on effectiveness of their performance of HRE tasks • Leadership: Recognise importance of health and safety when working to their maximum • Character: Works well when working with others and also helps others when required • Health and Fitness: Should always perform in lessons to the maximum of their ability 	<ul style="list-style-type: none"> • Students are to develop an in depth understanding of methods of training and how they impact on their chosen sport. Recognise the importance of designing training programmes to meet the needs of an individual. Demonstrate how to lead 	<p>Students will be able to understand and use words relating to health and fitness, e.g. heart rate, recovery, cool down, lactic acid, fatigue and muscles name. Opportunities for pupils to record results will incorporate use of ICT. Communication; Speaking</p>

		their own warm up and cool down.	and Listening. Cooperation; Working together.
Netball	<ul style="list-style-type: none"> • Performance: Students will master techniques needed to perform passing/shooting effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation • Coaching: Feed back to others when focussing on specific skill development e.g. passing/shooting • Leadership: recognise how to officiate using some basic rules within shooting • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can implement components of fitness required to be effective in netball 	<ul style="list-style-type: none"> • Students will focus on developing, implementing and refining team and individual game plans with the goal of outwitting an opponent. Students will focus on developing and implementing attacking and defending strategies and techniques. All games activities involve Students thinking about how to use skills, strategies and tactics to outwit the opposition. 	Through the activities in this unit, students will be able to understand and use words related to netball. Example; principles of attack and defence, court positions, marking, covering and interception. Opportunities for pupils to record rules and tactics. Watch video/compare professional game. Communication. Speaking and Listening, Cooperation & Working together.
Rounders	<ul style="list-style-type: none"> • Performance: Students will master techniques needed to perform bowling/batting effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation • Coaching: Feed back to others when focussing on specific skill development e.g. bowling/batting 	<ul style="list-style-type: none"> • Students will demonstrate timing and fluency in the replication of techniques for batting, bowling and fielding. Students will work on improving the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then 	Through the activities in this unit, students will be able to understand, use and spell correctly word relating to rounders. Example; stance, body position, follow through, no ball, batting order and field placement. Opportunities for pupils to record rules and tactics using ICT. Communication,

	<ul style="list-style-type: none"> • Leadership: can officiate using more complex rules within rounders • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can implement components of fitness required to be effective in rounders 	<p>running between wickets or around bases to score runs. Students should be able to accurately score & officiate games.</p>	<p>Speaking and Listening, Cooperation & Working together.</p>
Rugby	<ul style="list-style-type: none"> • Performance: Students will master techniques needed to perform passing/tackling effectively • Decision Making: Use of tactics and strategies to outwit opponents in a competitive situation • Coaching: Feed back to others when focussing on specific skill development e.g. passing/tackling • Leadership: will be able to officiate using more complex rules within rugby • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can implement components of fitness required to be effective in rugby 	<ul style="list-style-type: none"> • Students will experience a variety of games leading to full sided games in Year 9. They will begin to select principles and tactics appropriate for use within a game situation. They will apply positional knowledge to different roles within a full sided game. They will observe more rules, laws and scoring systems in preparation for refereeing themselves. Students will also observe conventions of fair play and good sporting behaviour throughout. 	<p>Through the activities in this unit, students will be able to understand, use and spell correctly word relating to rugby. Example principles of attack and defence, marking, tackling, scrum & line out. Opportunities for pupils to record rules and tactics using ICT. Watch video/compare professional game. Communication Speaking and Listening. Cooperation & working together</p>
Swimming	<ul style="list-style-type: none"> • Performance: Develop techniques required to perform a range of life saving techniques • Decision Making: Adopting tactics required to perform life saving tasks in different scenarios 	<ul style="list-style-type: none"> • Students focus on swimming to meet challenges in specific swimming events and water based activities; and use advanced techniques and 	<p>Students will be able to understand and use words relating to performance, e.g. front crawl, back crawl, breaststroke, float, scull,</p>

	<ul style="list-style-type: none"> • Coaching: Feeding back effectiveness of partners performance of life saving skills • Leadership: Recognise how to lead others when working on life saving tasks in the water • Character: Are able to help others where necessary when working in groups • Health and Fitness: Should always perform in lessons to the maximum of their ability 	<p>skills with precision, speed, power or stamina and technical proficiency. They develop an awareness of the importance attached to lifesaving skills when working with others when poolside.</p>	<p>surface diving, pull, push, kick, lie flat, streamlined, breathe, turning, warmth, body heat, buoy, reach, rescue, wade, pole, rope;</p>
Tennis	<ul style="list-style-type: none"> • Performance: Master techniques required to perform a range of shots in tennis with consistency • Decision Making: Adopting tactics required to outwit opponents in a competitive situation • Coaching: Feeding back effectiveness of partners performance of series of tennis shots • Leadership: Will be able to officiate and score a game of tennis • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can implement components of fitness required to be effective in tennis 	<ul style="list-style-type: none"> • Students will demonstrate consistency, timing and fluency in the execution of strokes. Students will be able to demonstrate the essential elements of attack and defence with the intention of outwitting their opponents. In net games, it is the players aim to get the ball to land in the target area so that the opponent cannot return it. Students should be able to accurately score, coach & officiate games. 	<p>Through the activities in this unit students will be able to understand, use and spell correctly words relating to Tactics and techniques, e.g. ready position, angles, forehand, backhand, smash, overhead, volley, block, serve, staying in the rally, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation, fitness Speaking and listening – through the activities pupils could solve a problem, consider alternatives, structure plans and organise group activity</p>

<p>Volleyball</p>	<ul style="list-style-type: none"> • Performance: Master techniques required to perform a range of shots in volleyball with consistency • Decision Making: Adopting tactics required to outwit opponents in a competitive situation • Coaching: Feeding back effectiveness of partners performance of series of volleyball shots • Leadership: Will be able to officiate and score a game of volleyball • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Can implement components of fitness required to be effective in volleyball 		<p>Through the activities in this unit students will be able to understand, use and spell correctly words relating to Tactics and techniques, e.g. court positioning, angles, smash, overhead, dig, set, volley, block, staying in the rally, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation, fitness Speaking and listening – through the activities pupils could solve a problem, consider alternatives, structure plans and organise group activity</p>
<p>BTEC Sport</p>			
<p>What we study at BTEC</p>	<p>Concepts</p>	<p>Competencies</p>	<p>Literacy – Key Terminology explored</p>

<p>Practical Sports Performance</p>	<ul style="list-style-type: none"> • Performance: Develop variety required to perform a range of skills in a competitive situation within badminton and basketball • Decision Making: Embedding understanding of tactics required to outwit opponents in a competitive situation in badminton and basketball • Coaching: Feeding back effectiveness of their own performance of skills required to be successful within badminton and basketball • Leadership: Can officiate and score within a competitive situation within badminton and basketball • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Understands how components of fitness required to be effective in badminton 	<ul style="list-style-type: none"> • Students will be able to understand the rules, regulations and scoring systems. In addition to this, Students will be able to practically demonstrate skills, techniques and tactics and be able to review their sports performance. The focus for this unit is using two chosen sports, Basketball and Badminton. • Students will also use their understanding of components of fitness and their links to the selected sports. 	<p>Through the activities in this unit students will be able to understand and use words relating to: Rules, Regulations, Scoring systems; Officials, Techniques, Tactics, Analysis, Strengths, Areas for development, Checklists</p>
<p>Fitness for Sport and Exercise</p>	<ul style="list-style-type: none"> • Performance: Students perform series of fitness tests and methods of training to develop understanding required for examination • Decision Making: Embedding understanding of components of fitness required to be successful across a variety of sporting activities • Coaching: Feeding back effectiveness of their own performance of skills required to be successful within badminton and basketball • Leadership: Can officiate and score within a competitive situation within badminton and basketball 	<ul style="list-style-type: none"> • In this Unit, Students will be able to know the components of fitness and the principles of training, explore the different fitness methods and investigate how fitness testing helps to determine fitness levels. • Students will be able to build on previous understanding of HRE whilst supporting the subsequent units of Applying the Principles of Personal 	<p>Through the activities in this unit students will be able to understand and use words relating to: Physical fitness: aerobic endurance, muscular endurance, flexibility, speed, muscular strength, body composition. Skill-related fitness: agility, balance, coordination, power, reaction time. Methods of training; Principles of training;</p>

	<ul style="list-style-type: none"> • Character: Sets a good example when competing against others winning and losing with degree of sportsmanship • Health and Fitness: Understands how components of fitness required to be effective in badminton 	Training and The Sports Performer in Action.	Frequency, Intensity, Time, Type, Fitness Testing, Training Zones, Perceived Exertion
Applying the Principles of Personal Training	<ul style="list-style-type: none"> • Performance: Students perform, using their previous understanding, a training programme they have designed themselves that uses their own goals and objectives • Decision Making: Students use their understanding of components of fitness and methods of training to select the most appropriate method to train throughout their training programme • Coaching: Feeding back effectiveness of their own performance during their training programme determines how successful it has been • Leadership: Can warm themselves up and carry out the relevant activities to be successful within their training programme • Character: Sets a good example when motivating themselves to be successful throughout their training programme • Health and Fitness: Understands how their training programme can be used to improve specific components of fitness to improve their performance within a sport of their choice 	<ul style="list-style-type: none"> • Students will be able to design a personal fitness-training programme and know about the musculoskeletal and cardiorespiratory system and the effects on the body during fitness training. Students will be able to implement and review a self-designed personal fitness training programme to achieve own goals and objectives. • Using their understanding from Unit 1 is crucial in designing a training programme that is fit for purpose 	<p>Through the activities in this unit students will be able to understand and use words relating to:</p> <p>Physical fitness: aerobic endurance, muscular endurance, flexibility, speed, muscular strength, body composition.</p> <p>Skill-related fitness: agility, balance, coordination, power, reaction time.</p> <p>Methods of training; Principles of training; Frequency, Intensity, Time, Type, Fitness Testing, Training Zones, Perceived Exertion</p>

<p>The Sports Performer in Action</p>	<ul style="list-style-type: none"> • Performance: Students perform exercises that demonstrate the short term effects of exercise within the cardio-respiratory especially • Decision Making: Students use their understanding from the principles of personal training to focus on the effects of exercise on the body • Health and Fitness: Understands how specific sports activities are dependent on energy systems that meet the demands of the activities 	<ul style="list-style-type: none"> • In this Unit, Students will demonstrate their understanding of the short and long-term effects of exercise upon the Cardio-respiratory and muscular-skeletal systems. They will also explore the energy systems used for various sporting activities • Students use their understanding from Units 1 and 3 to deepen their knowledge to understand what happens to the sports performer in action 	<p>Through the activities in this unit students will be able to understand and use words relating to: Body systems; Cardio Vascular, Cardio Respiratory, Muscular, Skeletal Energy systems; ATP-PC, Lactic Acid, Anaerobic, Aerobic</p>
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