

Subject: P.E

Year 7: Year Overview

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

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

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

Work Hard | Be Kind | Aim High | Show GRIT

Subject: P.E

Year 7: Year Overview

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

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

	Aim High Developing the right attitudes to succeed when a skill may be challenging.	when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.
Literacy / Numeracy Links	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: Serving Overhead clear Drop shot Net shot Smash Doubles Singles Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: Dance actions Choreography Canon Dynamics Line dancing Bollywood Haka Matching Mirroring Levels Counting rhythm in routine. Scoring of dance routine.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used: backhand forehand rally safety serving spin Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in Rounders i.e. back hit, out, rounder, ½ rounder, no ball, bases. Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in Cricket i.e. wicket, out, six, four, no ball, runs. Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in Tennis i.e. Volley, lob, serve, forehand, backhand. Scoring your own games.	Key terminology of the components of a Warm-Up and Cool-Down. Names of muscles and bones. Key words used to describe short-term effects. Key words used in Athletics i.e. Event name, names of components of fitness. Timing, flash scoring, measuring.

Work Hard | Be Kind | Aim High | Show GRIT



Subject: P.E

Year 8: Year Overview

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

	<p>Explain why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Explain benefits of warming up and cooling down.</i></p> <p><i>Names and locations of muscles and bones.</i></p> <p><i>Explain short term effects of exercise.</i></p> <p><i>Explain sportsmanship and gamesmanship.</i></p>	<p>use of obstruction in Netball.</p> <p>Explain why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Explain benefits of warming up and cooling down.</i></p> <p><i>Names and locations of muscles and bones.</i></p> <p><i>Explain short term effects of exercise.</i></p> <p><i>Explain sportsmanship and gamesmanship.</i></p>	<p>Explain why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Explain benefits of warming up and cooling down.</i></p> <p><i>Names and locations of muscles and bones.</i></p> <p><i>Explain short term effects of exercise.</i></p> <p><i>Explain sportsmanship and gamesmanship.</i></p>	<p>Explain why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Explain benefits of warming up and cooling down.</i></p> <p><i>Names and locations of muscles and bones.</i></p> <p><i>Explain short term effects of exercise.</i></p> <p><i>Explain sportsmanship and gamesmanship.</i></p>	<p>Explain why each skill is used in different situations in the game and how it can be used to beat an opponent.</p> <p>When to select the right type of skill and why?</p> <p>Tactical awareness of when to attack and defend.</p> <p>Theory</p> <p><i>Explain benefits of warming up and cooling down.</i></p> <p><i>Names and locations of muscles and bones.</i></p> <p><i>Explain short term effects of exercise.</i></p> <p><i>Explain sportsmanship and gamesmanship.</i></p>	<p>How to apply aesthetics, body tension, extension, flow and stillness.</p> <p>Identify different ways flight can be used and master vaulting.</p> <p>Explain what makes a good performance/routine.</p> <p>Theory</p> <p><i>Explain benefits of warming up and cooling down.</i></p> <p><i>Names and locations of muscles and bones.</i></p> <p><i>Explain short term effects of exercise.</i></p> <p><i>Explain sportsmanship and gamesmanship.</i></p>	<p>Explain components of fitness and which test, method and sport they link to.</p> <p>Explain the term FITTA and apply it to practical sessions.</p> <p>Explain different types of training methods</p> <p>Identify and explain the principles of training.</p> <p>Theory</p> <p><i>Explain benefits of warming up and cooling down.</i></p> <p><i>Names and locations of muscles and bones.</i></p> <p><i>Explain short term effects of exercise.</i></p> <p><i>Explain sportsmanship and gamesmanship.</i></p>
	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment	Self-assessment
	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment	Peer assessment
	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)	Teacher assessment (every half term)
Assessment							

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

	Attacking Dribbling Shooting Control Tactics Scoring your own games.	Defending Scoring your own games.	Outwit an opponent Scoring your own games.	Scoring your own games.	Defence Tactics Scoring your own games.	Control Locomotion Flight Hurdle step Dive roll Fly spring Vaulting Counting rhythm in routine. Scoring of skills.	Flexibility training Fitness tests FITTA Principles of training Counting reps, score, time, measuring.
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Subject: P.E

Year 8: Year Overview

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

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

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

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

Subject: P.E

Year 9: Year Overview

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

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

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

Subject: P.E

Year 9: Year Overview

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

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

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

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

Year 10: Year Overview

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

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

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

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Subject: Cambridge National Sport Science

Year 10/11: Year Overview

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

Ecco Values / SMSC / Cultural Capital Links	Work hard Working independently and engaged in learning new skills.	Work hard Working independently and engaged in learning new skills.	Work hard Working independently and engaged in learning new skills.	Work hard Working independently and engaged in learning new skills.	Work hard Working independently and engaged in learning new skills.	Work hard Working independently and engaged in learning new skills.
	Be Kind Support one another, learning how to praise and give constructive feedback.	Be Kind Support one another, learning how to praise and give constructive feedback.	Be Kind Support one another, learning how to praise and give constructive feedback.	Be Kind Support one another, learning how to praise and give constructive feedback.	Be Kind Support one another, learning how to praise and give constructive feedback.	Be Kind Support one another, learning how to praise and give constructive feedback.
	Show GRIT Building confidence to learn new skills and tackle challenges.	Show GRIT Building confidence to learn new skills and tackle challenges.	Show GRIT Building confidence to learn new skills and tackle challenges.	Show GRIT Building confidence to learn new skills and tackle challenges.	Show GRIT Building confidence to learn new skills and tackle challenges.	Show GRIT Building confidence to learn new skills and tackle challenges.
	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.	Aim High Developing the right attitudes to succeed when a skill may be challenging.
	Literacy / Numeracy Links	Literacy / Numeracy Links	Literacy / Numeracy Links	Literacy / Numeracy Links	Literacy / Numeracy Links	Literacy / Numeracy Links

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Subject: Cambridge National Sport Science

Year 10: Year Overview

Unit of Learning	R181			
Topic	Topic Area 1: Components of fitness applied in sport.	Topic Area 2: Principles of training in sport.	Topic Area 3: Organising and planning a fitness training programme.	Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme.
Skills	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts. The ability to work independently.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts. The ability to work independently.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts. The ability to work independently.	Analyse exam questions and develop exam technique. Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.
Knowledge	Components of fitness and their requirement to specific sports. Fitness tests. Interpreting data. Devise and conduct skill based fitness tests.	Principles of training and goal setting. Methods of training. Aerobic vs anaerobic exercise.	Factors to consider when designing a fitness programme. Planning a fitness based training programme. Recording results.	Effectiveness of a fitness training programme. Strengths and further development of fitness training programme.
Assessment	Coursework	Coursework	Coursework	Coursework
Recall content + %		Knowledge from TA1 R180 & R181.	Knowledge from TA1 and TA2 R180 & R181.	Knowledge from TA1, TA2 and TA3 R180 & R181.
Ecco Values / SMSC / Cultural Capital Links	Work hard Working independently and	Work hard Working independently and	Work hard Working independently and	Work hard Working independently and

	engaged in learning new skills.	engaged in learning new skills.	engaged in learning new skills.	engaged in learning new skills.
	Be Kind	Be Kind	Be Kind	Be Kind
	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.
	Show GRIT	Show GRIT	Show GRIT	Show GRIT
	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.
	Aim High	Aim High	Aim High	Aim High
	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.
	Key vocab AO3	Key vocab AO3	Key vocab AO3	Key vocab AO3
Literacy / Numeracy Links				

Subject: Core PE

Year 10: Year Overview

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

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

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Subject: Cambridge National Sport Science

Year 11: Year Overview

Unit of Learning	R182			
Topic	Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities.	Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements.	Topic Area 3: Short-term effects of exercise on the cardio-respiratory and musculoskeletal systems.	Topic Area 4: Long-term effects of exercise on the cardio-respiratory and musculoskeletal systems.
Skills	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts. The ability to work independently.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts. The ability to work independently.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts. The ability to work independently.	Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts. The ability to work independently.
Knowledge	Components, function and role of cardio-respiratory system during exercise. Cardio-respiratory sports technology.	The components and role of the musculo-skeletal system in producing movement. Musculo-skeletal sports technology.	The different short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems.	The long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems.
Assessment	Coursework	Coursework	Coursework	Coursework
Recall content + %		Knowledge from TA1 R180, R181 & R182.	Knowledge from TA1 and TA2 R180, R181 & R182.	Knowledge from TA1, TA2 and TA3 R180, R181 & R182.
Ecco Values / SMSC / Cultural Capital Links	Work hard Working independently and	Work hard Working independently and	Work hard Working independently and	Work hard Working independently and

	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>	<p>engaged in learning new skills.</p> <p>Be Kind</p> <p>Support one another, learning how to praise and give constructive feedback.</p> <p>Show GRIT</p> <p>Building confidence to learn new skills and tackle challenges.</p> <p>Aim High</p> <p>Developing the right attitudes to succeed when a skill may be challenging.</p>
	<p>Literacy / Numeracy Links</p> <p>Key vocab AO3</p>	<p>Key vocab AO3</p>	<p>Key vocab AO3 +/-x Averages</p>	<p>Key vocab AO3 +/-x Averages</p>

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Subject: GCSE P.E

Year 11: Year Overview

Unit of Learning	1	2	3	4	5
Topic	Classification of Skills / Goal Setting + Coursework	Mental Prep / Guidance & Feedback + Coursework	Engagement in Sport + Commercialisation	Ethics in Sport + Health, Fitness & Wellbeing	Ethics in Sport + Health, Fitness & Wellbeing
Skills	<p>Identify the different classifications of skill and skill continuums. Know and explain SMART targets.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.</p> <p>The ability to work independently.</p>	<p>Know the different types of mental preparation and explain how they are used. Explain and apply different types of feedback and guidance.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.</p> <p>The ability to work independently.</p>	<p>Interpreting figures and data. Plotting and describing graphs.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.</p>	<p>Understand different ethics in sports. Understand, explain and apply what makes up a healthy active lifestyle.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.</p>	<p>Understand different ethics in sports. Understand, explain and apply what makes up a healthy active lifestyle.</p> <p>Analyse exam questions and develop exam technique.</p> <p>Describe, explain, analyse, evaluate, assess, make judgements and justify key concepts.</p>
Knowledge	<p>Definition of motor skill</p> <p>Explanation of open/closed + simple/complex</p>	<p>Apply practical examples to mental prep techniques.</p> <p>Explain types of guidance and feedback.</p>	<p>Look at trends in sport and factors that affect participation.</p> <p>Discuss the influence media has on participation.</p>	<p>Identify the difference between sportsmanship / gamesmanship / deviance.</p> <p>Identify performance enhancing drugs and impact on sport.</p>	<p>Identify components of a balanced diet and the effect on performance.</p> <p>Recall knowledge from paper 1 / paper 2.</p>

	Explain and apply goal setting to sporting examples.	Apply to practical examples.	Sport-Media-Sponsorship (Golden Triangle).	Justify reasons for violence in sport. Identify physical, emotional and social benefits from physical activity.	
Assessment	DART	Mock Exam - Paper 1 + Paper 2	DART	Mock Exam - Paper 1 + Paper 2	EXAMS
Recall content + %	<p>Definition of motor skill, Explanation of open/closed + simple/complex, Explain and apply goal setting to sporting examples, Apply practical examples to mental prep techniques, Explain types of guidance and feedback, Apply to practical examples.</p> <p>100%</p>		<p>Definition of motor skill, Explanation of open/closed + simple/complex, Explain and apply goal setting to sporting examples, Apply practical examples to mental prep techniques, Explain types of guidance and feedback, Apply to practical examples, Look at trends in sport and factors that affect participation, Discuss the influence media has on participation, Sport-Media-Sponsorship (Golden Triangle), Identify the difference between sportsmanship / gamesmanship / deviance, Identify performance enhancing drugs and impact on sport, Justify reasons for violence in sport, Identify physical, emotional and social, Identify components of a balanced diet and the effect on performance.</p> <p>50%</p>		

Ecco Values / SMSC / Cultural Capital Links	Work hard	Work hard	Work hard	Work hard	Work hard
	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.	Working independently and engaged in learning new skills.
	Be Kind	Be Kind	Be Kind	Be Kind	Be Kind
	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.	Support one another, learning how to praise and give constructive feedback.
	Show GRIT	Show GRIT	Show GRIT	Show GRIT	Show GRIT
	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.	Building confidence to learn new skills and tackle challenges.
Literacy / Numeracy Links	Aim High	Aim High	Aim High	Aim High	Aim High
	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.	Developing the right attitudes to succeed when a skill may be challenging.
	Key vocab AO3	Key vocab AO3	Key vocab AO3	Key vocab AO3	Key vocab AO3

Work Hard | Be Kind | Aim High | Show GRIT

Subject: Core PE

Year 11: Year Overview

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

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

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