

The PE Department

Long Term Plan

11-18

**Vision Statement:** *To increase physical competence, improve performance and instil healthy habits for life*

*Our curriculum in Physical Education aims to ensure that all pupils:*

- 1. Develop competence in a range of physical activities*
- 2. Immerse themselves in a range of competitive and non-competitive activities through curriculum and extra-curricular opportunities*
- 3. Respect the contribution of others*
- 4. Develop cultural appreciation of sport in the broader sense*
- 5. Lead healthy, active lives*
- 6. Understand the physiological, psychological and socio-cultural factors that underpin performance*

**Domains of knowledge:**

Team Games; *Basketball, Football, Rugby, Handball, Netball, Cricket, Rounders, Softball*  
Individual Games; *Badminton, Table Tennis, Tennis*  
Other Sports; *Gymnastics, Trampoline, Athletics, Orienteering, Cross Country, Dance*  
Theoretical knowledge; *Nutrition, Hydration, Warm up, Cool Down, Fitness Components, Fitness Testing, Training*

**Key Concepts KS3:**

Maximum Performance  
Accurate Replication of Skills  
Strategy and Tactics  
Communication  
Teamwork  
Evaluation of Performance  
Leading Sports Activities  
Preparing for Performance  
Health, Fitness and Well-Being

**Key Concepts KS4/5:**

Principles of Anatomy and Physiology  
Movement Analysis  
Evaluation of Performance  
Leading Sports Activities  
Training to Improve Performance  
Socio-Cultural Influences  
Practical Performance  
Sports Psychology

**Curriculum End Points Explained:**

*Develop competence in a range of physical activities*

Students will learn and develop a range of skills and strategies to overcome opponents in direct competition through a wide variety of sports including and not limited to football, netball, basketball, badminton, table tennis, handball, cricket, rounders, athletics and gymnastics and fitness. Our broad and balanced curriculum spans across KS3 with students having more autonomy over their pathway in to KS4, which includes increased opportunities such as trampoline and weight training.

*Immerse themselves in a range of competitive and non-competitive activities through curriculum and extra-curricular opportunities*

Our curriculum promotes competition as a healthy opportunity to push the body to its upper limits and empowers students to embrace physical challenge whilst developing British Values such as pride, courage, resilience and teamwork. Our curriculum spills over in to a vibrant and packed extra-curricular programme where students flourish, with opportunities to represent both, House and school teams in a range of competitions.

*Respect the contribution of others*

We respect that all students have different start points and progress at different rates. We want students to embrace one another and recognise their own and others strengths and weaknesses to positively impact participation and performance in physical activity. Respect is a core British Value and is embed in everything we do.

*Develop cultural appreciation of sport in the broader sense*

We will celebrate major sporting events and use these moments to develop a deeper appreciation for different cultures and celebrate role models both locally and more broadly across the world. Students who study physical education will dig deeper in to socio-cultural factors that affect sports

participation and explore how sport has evolved over time including the role of national governing bodies, sports institutes, increased funding, technology and opportunities.

*Lead healthy, active lives*

Students will understand key concepts around health, fitness and well-being and want to participate in sport for the benefits of being active. As part of a healthy lifestyle, students will learn how to prepare their body for physical activity through making healthy dietary choices, understanding the importance of hydration, warming up and recovery following participation and performance.

*Understand the physiological, psychological and socio-cultural factors that underpin performance*

Students will study the musculoskeletal and cardio-respiratory factors that lead to successful sports performance; they will learn how to train the body to bring about physiological adaptations that can improve sports performance and how to overcome psychological challenges faced in sport.

**Theory Concepts in KS3 PE**

In PE, we have dedicated health and well-being modules where students learn about healthy living and the ways in which the body responds to exercise.

Year 7	Year 8	Year 9
<p><b>Knowledge includes:</b> How to warm up effectively; pulse raiser, dynamic stretches and mobilisation exercises; benefits of warming up including; increasing heart rate, delivery of oxygen to the working muscles and reducing the risk of injury. How to prepare for physical activity including the correct equipment, footwear and clothing. Importance of hydration in replenishing water levels because it helps our body's produce sweat to cool our body when we get hot.</p>	<p><b>Knowledge includes:</b> Different fitness components and their importance in each sport; Difference between power, strength and endurance and the importance of cardiovascular fitness to help sustain intensity of performance; body's response to exercise including, increased breathing frequency, sweating and it's role in regulating body temperature. Fitness Testing and comparing data to normative data.</p>	<p><b>Knowledge includes:</b> How to train and develop different components of fitness including interval, continuous, fartlek and strength training, fitness classes, principles of training.</p>



# Team Games

## Scheme of Work: KS3 Football

**Intent:** To improve the fundamental skills and knowledge of playing positions and rules in football. Over the course of KS3 students will understand the basic principles of attack and defense and be able to play within a team and show basic understanding of playing in different positions including how roles change in attack and defense. Students will be able to lead a full warm up, contribute to discussions about strategy and demonstrate knowledge of how to prepare themselves for football.

<b>Year 7</b>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in football:</p> <ul style="list-style-type: none"> <li>• Basic rules</li> <li>• Basic concepts of attack and defence</li> <li>• Playing positions</li> <li>• Finding and using space</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Pass/Receive using both feet (short distances)</li> <li>• Dribbling and Running with the ball</li> <li>• Defending</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• High levels of repetition at the start building basic skill level</li> <li>• Progress to light competition through 2v1/2v2 activities as appropriate</li> <li>• Skills and knowledge applied in small sided games 4v4 ideally, no more than 6v6</li> </ul>
<b>Year 8</b>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in football:</p> <ul style="list-style-type: none"> <li>• A deeper understanding of counter attacking both attacking and defence</li> <li>• Good knowledge of 1 or 2 playing positions</li> <li>• Understanding of different strategies to outwit opponents</li> <li>• Knowledge of the different fitness components that underpin performance</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>Students will recap how to:</p> <ul style="list-style-type: none"> <li>• Dribble and run with the ball (Yr7)</li> </ul> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Finishing in different positions using the side foot and the laces</li> <li>• Attacking in wide areas</li> <li>• Forward runs/3<sup>rd</sup> man running</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• Revisit fundamentals from year 7 including dribbling and running with the ball</li> <li>• High levels of repetition at the start building basic skill level in the new skills (Distance passing and finishing)</li> <li>• Progress to light competition through 3v2/4v3 and underload scenarios as appropriate</li> <li>• Skills and knowledge applied in small sided games, no more than 6v6</li> </ul>
<b>Year 9</b>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in football:</p> <ul style="list-style-type: none"> <li>• A more in depth knowledge of the rules including offside</li> <li>• Knowledge of roles in transition of the ball in different playing positions</li> <li>• Knowledge of different formations and how to organise players linking to strategy</li> <li>• How to evaluate own and others performance</li> </ul>	<p style="text-align: center;"><b>Skills/Strategy</b></p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Pass the ball over long distances using the dominant foot</li> <li>• Maintain possession under pressure</li> <li>• Combination play</li> <li>• Counter-attacking</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• Focus on skill practices as part of an extended warm up.</li> <li>• More competitive practices with increased numbers, 4v4/6v6.</li> <li>• More time spent on scenario based game play with regular intervention/team talks and opportunities for players to reflect.</li> <li>• Games up to 7v7 or 8v8 max</li> </ul>

## Scheme of Work: KS3 Handball

**Intent:** Throughout the Handball modules of work, students will learn a range of basic and advanced skills that will allow them to play successfully in a competitive environment as part of a team. In addition, students will be able to lead a full warm up, contribute to discussions about strategy and demonstrate knowledge of how to prepare themselves for Handball.

<b>Year 7</b>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Handball:</p> <ul style="list-style-type: none"> <li>• Knowledge of basic rules</li> <li>• Basic concepts of attack and defence</li> <li>• Playing positions</li> <li>• Finding and using space</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Pass/Catching (short distances)</li> <li>• Footwork and moving with the ball</li> <li>• Defending/Tackling</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• High levels of repetition at the start building basic skill level</li> <li>• Progress to light competition through 2v1/2v2 activities as appropriate</li> <li>• Skills and knowledge applied in small sided games 4v4 (1 goal) ideally.</li> <li>• Build up to 7v7 games</li> <li>• Provide opportunities to revisit prior learning and challenge any misconceptions</li> </ul>
<b>Year 8</b>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Handball:</p> <ul style="list-style-type: none"> <li>• A more in depth knowledge of the rules</li> <li>• Good knowledge of 1 or 2 playing positions</li> <li>• Understanding of different strategies to outwit opponents</li> <li>• Knowledge of how to prepare for performance</li> <li>• Knowledge of the different fitness components that underpin performance</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>Students will recap how to:</p> <ul style="list-style-type: none"> <li>• Footwork incl. moving with the ball</li> <li>• Defending/Tackling</li> </ul> <p>Students will learn how to;</p> <ul style="list-style-type: none"> <li>• Set screens</li> <li>• Attacking play</li> <li>• Defensive play</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• Revisit fundamentals from year 7</li> <li>• High levels of repetition at the start building basic skill level in the new skills (Shooting and Goalkeeping)</li> <li>• Progress to light competition through 3v2/4v3 and underload scenarios as appropriate</li> <li>• Skills and knowledge applied in small sided games</li> <li>• Build up to 7v7 games</li> <li>• Provide opportunities to revisit prior learning and challenge any misconceptions</li> </ul>
<b>Year 9</b>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Handball:</p> <ul style="list-style-type: none"> <li>• Knowledge of at least two playing positions</li> <li>• Knowledge of team strategy</li> <li>• Knowledge of the rules and how to officiate</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Defend zonally</li> <li>• Defend man-to-man</li> <li>• Build up play</li> <li>• Create space in behind</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• Focus on skill practices as part of an extended warm up.</li> <li>• More competitive practices with increased numbers, 4v4/6v6.</li> <li>• More time spent on scenario based game play with regular intervention/team talks and opportunities for players to reflect.</li> <li>• Build up to 7v7 games</li> <li>• Provide opportunities to revisit prior learning and challenge any misconceptions</li> </ul>

## Scheme of Work: KS3 Netball

**Intent:** Throughout the Netball modules of work, students will learn a range of basic and advanced skills that will allow them to play successfully in a competitive environment as part of a team. In addition, students will be able to lead a full warm up, contribute to discussions about strategy and demonstrate knowledge of how to prepare themselves for Netball.

	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>	<b>Sequencing</b>
<b>Year 7</b>	<p>Students will be able to show an understanding of the following knowledge in netball;</p> <ul style="list-style-type: none"> <li>Rules of the game</li> <li>Court lines</li> <li>Positions on court</li> <li>Order of play</li> </ul>	<p>Students will learn;</p> <ul style="list-style-type: none"> <li>Passing &amp; Movement</li> <li>Footwork</li> <li>Shooting</li> </ul>	<p>Learning should;</p> <ul style="list-style-type: none"> <li>High levels of repetition at the start building basic skill level</li> <li>Progress to light competition through 2v1/2v2 activities as appropriate</li> <li>Develop understanding of playing positions and court lines in a full 7v7 game</li> <li>Provide opportunities to revisit prior learning and challenge any misconceptions</li> </ul>
<b>Year 8</b>	<p>Students will be able to show an understanding of the following knowledge in netball;</p> <ul style="list-style-type: none"> <li>Good knowledge of 1 or 2 playing positions</li> <li>Understanding of different strategies to outwit opponents</li> <li>Knowledge of the different fitness components that underpin performance</li> </ul>	<p>Students will recap how to;</p> <ul style="list-style-type: none"> <li>Passing &amp; Movement</li> <li>Footwork</li> </ul> <p>Students will learn how to;</p> <ul style="list-style-type: none"> <li>Advanced footwork (Turning &amp; Landing)</li> <li>Defence</li> </ul>	<p>Learning should;</p> <ul style="list-style-type: none"> <li>Revisit fundamentals from year 7</li> <li>High levels of repetition at the start of lessons building basic skill level in the new skills</li> <li>Progress to light competition through 3v2/4v3</li> <li>Skills and knowledge applied in match scenarios 7v7</li> <li>Provide opportunities to revisit prior learning and challenge any misconceptions</li> </ul>
<b>Year 9</b>	<p>Students will be able to show an understanding of the following knowledge in netball;</p> <ul style="list-style-type: none"> <li>Knowledge of different strategies within a game</li> <li>Knowledge of at least two playing positions</li> <li>Knowledge of the rules and confidence to umpire a match</li> </ul>	<p>Students will recap how to;</p> <ul style="list-style-type: none"> <li>Passing</li> <li>Defence</li> </ul> <p>Students will learn how to;</p> <ul style="list-style-type: none"> <li>Advanced Passing</li> <li>Blocking</li> <li>Counter Attacking</li> <li>Zonal Defence</li> <li>Holding Space</li> </ul>	<p>Learning should;</p> <ul style="list-style-type: none"> <li>Focus on skill practices as part of an extended warm up.</li> <li>More competitive practices with increased numbers, 4v4/6v6.</li> <li>More time spent on scenario based game play with regular intervention/team talks and opportunities for players to reflect.</li> <li>Provide opportunities to revisit prior learning and challenge any misconceptions</li> </ul>



## Scheme of Work: KS3 Rounders

**Intent:** Throughout the Rounders module of work, students will replicate and improve individual technique in batting, bowling and fielding that will allow them to play successfully in a competitive environment as part of a team. In addition, students will be able to lead a full warm up, contribute to discussions about strategy/tactics to outwit opponents and demonstrate knowledge of how to umpire/score a competitive game.

<b>Year 7</b>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Rounders:</p> <ul style="list-style-type: none"> <li>• Basic rules</li> <li>• Batting, bowling and fielding techniques</li> <li>• Field placement</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Throw/catch over varying distances</li> <li>• Field the ball from different positions</li> <li>• Bowl</li> <li>• Bat</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should;</p> <ul style="list-style-type: none"> <li>• Contain high levels of repetition, building basic skill level in throwing, catching, bowling and batting.</li> <li>• Develop skills and knowledge applied in small sided conditioned games</li> <li>• Build up to 7v7 games implementing fielding placement</li> <li>• Provide opportunities to revisit prior learning and challenge any misconceptions</li> </ul>
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<b>Year 8</b>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Rounders:</p> <ul style="list-style-type: none"> <li>• A more in depth knowledge of the rules</li> <li>• Understanding of different batting strategies to outwit opponents</li> <li>• Knowledge of how to prepare for performance</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>Students will recap how to:</p> <ul style="list-style-type: none"> <li>• Throw/catch over varying distances</li> <li>• Field the ball from different positions</li> </ul> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Bowl using changing techniques</li> <li>• Bat in different directions</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• Revisit fundamentals from year 7</li> <li>• Contain high levels of repetition, building basic skill level in throwing, catching, bowling and batting</li> <li>• Develop skills and knowledge applied in small sided conditioned games (using overload) 4 batters/8 Fielders</li> <li>• Build up to 7v7 games focusing on outwitting opponents</li> <li>• Provide opportunities to revisit prior learning and challenge any misconceptions</li> </ul>
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<b>Year 9</b>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Rounders:</p> <ul style="list-style-type: none"> <li>• Roles/responsibilities of at least two fielding positions</li> <li>• Different fielding tactics to outwit opponents</li> <li>• The rules and how to officiate</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Adapt fielding positions</li> <li>• Apply fielding tactics</li> <li>• Adapt batting (open/closed)</li> <li>• Apply batting tactics</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• Focus on skill practices as part of an extended warm up.</li> <li>• Contain more competitive practices using overload</li> <li>• Spend time on scenario based game play with regular intervention/team talks and opportunities for players to reflect.</li> <li>• Build up to 9v9 games</li> <li>• Provide opportunities to revisit prior learning and challenge any misconceptions</li> </ul>
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# Individual Games

## Scheme of Work: KS3 Badminton

**Intent:** To improve the fundamental skills and knowledge of Badminton when playing both singles and doubles matches. Over the course of key stage 3, students will be able to demonstrate a range of attacking and defensive shots and gain knowledge of when to select each shot in order to control the outcome of a rally. Students will be able to lead a full warm up appropriate for badminton and umpire their own games independently.

<b>Year 7</b>	<p><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Badminton:</p> <ul style="list-style-type: none"> <li>• Basic grips and stance</li> <li>• Basic rules (singles and doubles play)</li> <li>• Technical points for different shots</li> <li>• <i>Where</i> shots are played</li> </ul>	<p><b>Skills</b></p> <p>Students will <u>learn</u> how to:</p> <ul style="list-style-type: none"> <li>• Backhand low serve, Forehand high serve, Overhead clear, Underarm clear</li> </ul> <p><u>Sequences</u> include:</p> <ul style="list-style-type: none"> <li>• Forehand high serve, forehand clear</li> <li>• Forehand high serve, backhand clear</li> </ul>	<p><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• High levels of repetition at the start building basic skill level</li> <li>• Opportunities to revisit previous week's skills</li> <li>• Opportunities to practise individual skills in isolation and competitive or match scenarios</li> <li>• A mixture of singles and doubles play</li> </ul>
<b>Year 8</b>	<p><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Badminton:</p> <ul style="list-style-type: none"> <li>• Serving rules and scoring</li> <li>• Basic shot selection / sequencing</li> <li>• Technical points for different shots</li> <li>• <i>When</i> shots are played to make appropriate shot selection</li> </ul>	<p><b>Skills</b></p> <p>Students will <u>recap</u> how to:</p> <ul style="list-style-type: none"> <li>• Serve (backhand low / forehand high)</li> <li>• Clear (overhead / underarm)</li> </ul> <p>Students will <u>learn</u> how to:</p> <ul style="list-style-type: none"> <li>• Net lift, Dropshot, Forehand low serve</li> </ul> <p><u>Sequences</u> include:</p> <ol style="list-style-type: none"> <li>1. Backhand low serve, underarm clear, dropshot</li> <li>2. Forehand high serve, overhead clear, dropshot</li> <li>3. Backhand low serve, net lift, dropshot</li> </ol>	<p><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• Revisit fundamentals from year 7</li> <li>• High levels of repetition at the start building basic skill level in the new skills</li> <li>• Opportunities to link sequences of skills together during practice</li> <li>• A mixture of singles and doubles play</li> </ul>
<b>Year 9</b>	<p><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Badminton</p> <ul style="list-style-type: none"> <li>• How to umpire a match</li> <li>• Technical points for different shot</li> <li>• <i>Why</i> shots are played / selected (attacking and defensive shots)</li> <li>• Tactical awareness and decision making</li> </ul>	<p><b>Skills</b></p> <p>Students will <u>recap</u> how to:</p> <ul style="list-style-type: none"> <li>• Serve (backhand low, forehand high, forehand low)</li> <li>• Net lift</li> <li>• Drop shot</li> </ul> <p>Students will <u>learn</u> how to:</p> <ul style="list-style-type: none"> <li>• Flick serve, Net shot, Net kill, Smash</li> </ul> <p><u>Sequences</u> include:</p> <ol style="list-style-type: none"> <li>1. Low serve (FH/BH), backhand clear, smash shot</li> <li>2. Flick serve (FH/BH), overhead clear, dropshot, net shot</li> <li>3. Low serve (FH/BH), net shot, net lift, smash shot</li> </ol>	<p><b>Sequencing</b></p> <p>Learning should;</p> <ul style="list-style-type: none"> <li>• Revisit fundamentals from year 7/8</li> <li>• High levels of repetition at the start building basic skill level in the new skills</li> <li>• Opportunities to link sequences of skills together during practice</li> <li>• Tactics in singles and doubles play</li> </ul>

## Scheme of Work: KS3 Table Tennis

**Intent:** To improve the fundamental skills and knowledge of Table Tennis when playing both singles and doubles matches. Over the course of key stage 3, students will be able to demonstrate a range of techniques in Table Tennis and understand how to apply them in a competitive situation to outwit an opponent. Students will know the rules and be confident in officiating Table Tennis matches.

<b>Year 7</b>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Table Tennis:</p> <ul style="list-style-type: none"> <li>• Knowledge of basic rules and scoring for singles and doubles play</li> <li>• Knowledge of technical points for different techniques</li> <li>• How to prepare the body for a Table Tennis lesson/match</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Grip and stance</li> <li>• Backhand Push (BP)</li> <li>• Forehand Drive (FD)</li> <li>• Serving</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• High levels of repetition at the start building basic skill level</li> <li>• Practise techniques in isolation</li> <li>• Co-operative rallies</li> <li>• Fun games/competition in small groups of 4</li> <li>• Tournaments/Competitions</li> </ul>
<b>Year 8</b>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Table Tennis:</p> <ul style="list-style-type: none"> <li>• Knowledge of technical points for different techniques</li> <li>• Knowledge of appropriate shot selection</li> <li>• Knowledge of the different fitness components that underpin performance</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>Students will recap how to:</p> <ul style="list-style-type: none"> <li>• Serving, BP and FD.</li> </ul> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Backhand Drive (BD)</li> <li>• Forehand Push (FP)</li> <li>• Top Spin</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• Revisit fundamentals from year 7 including</li> <li>• High levels of repetition at the start building basic skill level in the new skills</li> <li>• Co-operative rallies</li> <li>• Tournaments/Competitions</li> </ul>
<b>Year 9</b>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Table Tennis:</p> <ul style="list-style-type: none"> <li>• Knowledge of all rules</li> <li>• Ability to be able to umpire own match</li> <li>• Able to analyse performance and identify forced vs unforced errors and feedback on performance</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>Students will recap how to:</p> <ul style="list-style-type: none"> <li>• BP, FD, BD, FP.</li> </ul> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Kill/Smash</li> <li>• Block</li> <li>• Singles/Doubles Tactics</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• Revisit fundamentals from 7/8</li> <li>• Co-operative rallies</li> <li>• Focus on strategy individual/team</li> <li>• Singles/Doubles tournaments/competitions</li> </ul>

## Scheme of Work: KS3 Tennis

**Intent:** To improve the fundamental skills and knowledge of Tennis when playing both singles and doubles matches. Over the course of Key Stage 3, students will be able to demonstrate a range of shots and gain knowledge of when to select each shot in order to control the outcome of a rally. Students will be able to lead a full warm up appropriate for Tennis and umpire their own games independently.

<b>Year 7</b>	<p><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Tennis:</p> <ul style="list-style-type: none"> <li>• Basic grips and stance</li> <li>• Basic rules (singles and doubles play)</li> <li>• Technical points for different shots</li> <li>• <i>Where</i> shots are played</li> </ul>	<p><b>Skills</b></p> <p>Students will <u>learn</u>:</p> <ul style="list-style-type: none"> <li>• Forehand groundstroke</li> <li>• Backhand groundstroke</li> <li>• Serve development</li> </ul>	<p><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• High levels of repetition at the start building basic skill level</li> <li>• Opportunities to revisit previous week's skills</li> <li>• Opportunities to practise individual skills in isolation and competitive or match scenarios</li> <li>• A mixture of singles and doubles play</li> </ul>
<b>Year 8</b>	<p><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Tennis:</p> <ul style="list-style-type: none"> <li>• Serving rules and scoring</li> <li>• Basic shot selection / sequencing</li> <li>• Technical points for different shots</li> <li>• <i>When</i> shots are played to make appropriate shot selection</li> </ul>	<p><b>Skills</b></p> <p>Students will <u>recap</u>:</p> <ul style="list-style-type: none"> <li>• Basic groundstrokes (forehand / backhand)</li> <li>• Serve development</li> </ul> <p>Students will <u>learn</u> how to:</p> <ul style="list-style-type: none"> <li>• Full overarm serve</li> <li>• Volley</li> </ul>	<p><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• Revisit fundamentals from year 7</li> <li>• High levels of repetition at the start building basic skill level in the new skills</li> <li>• Opportunities to link sequences of skills together during practice</li> <li>• A mixture of singles and doubles play</li> </ul>
<b>Year 9</b>	<p><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Tennis:</p> <ul style="list-style-type: none"> <li>• How to umpire a match</li> <li>• Technical points for different shots</li> <li>• Tactical awareness and decision making</li> </ul>	<p><b>Skills</b></p> <p>Students will <u>recap</u>:</p> <ul style="list-style-type: none"> <li>• Basic groundstrokes (forehand / backhand)</li> <li>• Serve with full overarm action</li> </ul> <p>Students will <u>learn</u>:</p> <ul style="list-style-type: none"> <li>• Serve with direction (wide/deep)</li> <li>• Lob</li> <li>• Returning the serve</li> </ul>	<p><b>Sequencing</b></p> <p>Learning should;</p> <ul style="list-style-type: none"> <li>• Revisit fundamentals from year 7/8</li> <li>• High levels of repetition at the start building basic skill level in the new skills</li> <li>• Opportunities to link sequences of skills together during practice</li> <li>• Tactics in singles and doubles play</li> </ul>

# Other Sports

## Scheme of Work: KS3 Gymnastics

**Intent:** Students should be able to demonstrate and improve the basic fundamental skills of gymnastics, including body tension, balance, control, precision and aesthetics. Students should be able to understand and apply their skills when developing their own sequence with others, which includes knowledge of travel, balance, rolls and acrobatics

	<b>Knowledge &amp; Understanding</b>	<b>Skills</b>	<b>Sequencing</b>
<b>Year 7</b>	<p>Students will be able to show an understanding of the following knowledge in gymnastics;</p> <ul style="list-style-type: none"> <li>• Body tension and posture</li> <li>• Good control into and out of skills</li> <li>• Landing / executing movements safely</li> <li>• Developing sequences considering flow and pace</li> <li>• Providing detailed feedback of peers' performances using key terminology</li> </ul>	<p>Students will learn how to;</p> <ul style="list-style-type: none"> <li>• Travel / jump (action features)</li> <li>• Balance (relationship features)</li> <li>• Roll / acro (action features)</li> <li>• Choreograph routines (spatial features and choreographic devices)</li> </ul>	<p>Learning should;</p> <ul style="list-style-type: none"> <li>• Develop strength and flexibility for gymnastics movements</li> <li>• Introduce fundamentals of execution / landing to promote control of movements and safety</li> </ul>
<b>Year 8</b>	<p>Students will be able to show an understanding of the following knowledge in gymnastics;</p> <ul style="list-style-type: none"> <li>• Landing / executing movements safely during vault</li> <li>• Importance of speed in a run up for flight</li> </ul>	<p>Students will recap how to;</p> <ul style="list-style-type: none"> <li>• Execute jumps safely</li> <li>• Acrobatics with body tension, e.g. handstand in preparation for a handstand splat / handspring</li> </ul> <p>Students will learn how to;</p> <ul style="list-style-type: none"> <li>• Demonstrate an effective springboard run-up</li> <li>• Perform a variety of mounts onto equipment / vaults</li> <li>• Perform a variety of dismounts</li> </ul>	<p>Learning should;</p> <ul style="list-style-type: none"> <li>• Revisit fundamentals from year 7 including jumps and landing with control, precision and body tension.</li> <li>• High levels of repetition at the start building to jumps as dismounts off of equipment and a springboard run-up progressing a vault mount</li> </ul>

## Scheme of Work: KS3 Athletics

**Intent:** Students will learn about a range of athletics disciplines with a focus on maximum performance. Students will understand how the body can perform in a variety of environments to produce explosive power in the legs and arms, maintain maximum speed as well as maintaining a slow to moderate pace for a sustained period. As students' progress through KS3 they will begin to understand the fitness components that underpin successful performance as well as developing more advanced techniques to improve performance.

<b>Year 7</b>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Athletics:</p> <ul style="list-style-type: none"> <li>• Technical requirements to perform skills in a range of events</li> <li>• Analyse own strengths and limitations</li> <li>• Application of event rules</li> <li>• Health and safety guidelines when using equipment.</li> <li>• Club links for athletics</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• Sprinting, Leg and arm drive</li> <li>• Pacing</li> <li>• Take off, flight, landing</li> <li>• Throwing actions</li> <li>• Legal baton changeover</li> <li>• Measuring performance</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• Introduce basic techniques</li> <li>• Allow opportunity for high repetition of skills</li> <li>• Consider advanced techniques where appropriate</li> <li>• Provide opportunity for competition</li> </ul>
<b>Events:</b> 100m, 200m, 800m, Shot Putt, Long Jump, Triple Jump, Relay			

<b>Year 8</b>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Athletics:</p> <ul style="list-style-type: none"> <li>• Technical requirements to perform skills in a range of events</li> <li>• Analyse own strengths and limitations</li> <li>• How to apply tactics to improve performance</li> <li>• H&amp;S guidelines when using equipment</li> <li>• Modern day Olympics including WR holders</li> <li>• Importance of different fitness components for success in different events</li> <li>• ESAA performance standards</li> <li>• Club links for athletics</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>Students will recap how to:</p> <ul style="list-style-type: none"> <li>• Sprinting</li> <li>• Pacing</li> <li>• Leg and arm drive/acceleration</li> <li>• Take off, flight, landing</li> <li>• Throwing actions</li> <li>• Measuring performance</li> </ul> <p>Students will learn how to;</p> <ul style="list-style-type: none"> <li>• Sprint start technique for sprinting</li> <li>• Fosbury Flop Technique for High Jump</li> <li>• Hurdle technique</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• Re-visit basic techniques</li> <li>• Introduce more advanced techniques</li> <li>• Allow opportunity for high repetition of skills</li> <li>• Provide opportunity for competition</li> </ul>
<b>Events:</b> 100m, 200m, Hurdles, 800m, Shot Putt, Javelin, Long Jump, Triple Jump, High Jump			



<b>Year 9</b>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p> <p>Students will be able to show an understanding of the following knowledge in Athletics:</p> <ul style="list-style-type: none"> <li>• Record and run competitions</li> <li>• Apply strategy to performance</li> <li>• Learn advanced throwing techniques (glide/3 stride approach)</li> <li>• ESAA performance standards</li> <li>• Club links for athletics</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p>Students will recap how to:</p> <ul style="list-style-type: none"> <li>• Sprinting, Hurdling, Pacing, Javelin, High Jump</li> </ul> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>• More complex run ups on Javelin</li> <li>• Discus</li> <li>• Race Walking</li> </ul>	<p style="text-align: center;"><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>• Re-visit basic techniques</li> <li>• Introduce more advanced techniques</li> <li>• Allow opportunity for high repetition and practice</li> <li>• Provide opportunity for competition</li> <li>• Refer to standards of competition and times/entry requirements</li> <li>• Allow opportunities for peer feedback</li> </ul>
<p><b>Events:</b> 100m, 200m or Relay, Hurdles, 800m, Race Walk, Javelin, Discus and High Jump</p>			

# Assessment

# BADMINTON



## Yr7 ASSESSMENT

## Yr8 ASSESSMENT

## Yr9 ASSESSMENT

<p style="text-align: center;">-</p> <p style="text-align: center;"><b>Foundation</b></p> <p style="text-align: center;">+</p>	<ul style="list-style-type: none"> <li>• Demonstrate the correct grip for a low backhand and high forehand serve</li> <li>• Return a backhand serve in isolation</li> <li>• Demonstrate side on technique for a forehand and backhand clear in isolation</li> <li>• Describe the court lines for singles <u>or</u> doubles play</li> </ul>	<ul style="list-style-type: none"> <li>• Apply a backhand low serve and forehand high serve in a conditioned game with some success</li> <li>• Apply a forehand and backhand clear to midcourt in isolation</li> <li>• Maintain a rally of 5 in a conditioned practice</li> <li>• Select appropriate shots in a competitive rally with some accuracy</li> <li>• Explain the rules of a service for singles <u>or</u> doubles play</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a backhand low serve and high forehand serve in a game with appropriate positioning of the shuttlecock in the service box</li> <li>• Perform a forehand and backhand clear to rear court with some success in a game</li> <li>• Vary the direction of the shuttlecock in a game</li> <li>• Select appropriate shots in a game to outwit your opponent(s)</li> <li>• Score a singles <u>or</u> doubles match and apply the rules consistently</li> </ul>
<p style="text-align: center;">-</p> <p style="text-align: center;"><b>Intermediate</b></p> <p style="text-align: center;">+</p>	<ul style="list-style-type: none"> <li>• Apply a backhand low serve and forehand high serve in a conditioned game with some success</li> <li>• Apply a forehand and backhand clear to midcourt in isolation</li> <li>• Apply a net lift with some height in isolation</li> <li>• Apply a drop shot near to the service line in isolation</li> <li>• Perform a rear court and forecourt shot in a conditioned practice</li> <li>• Effectively return the shuttlecock during a conditioned practice</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a backhand low serve and high forehand serve in a game with appropriate positioning of the shuttlecock in the service box</li> <li>• Perform a forehand and backhand clear to rear court with some success in a game</li> <li>• Perform a net lift with height in a conditioned game</li> <li>• Perform a drop shot close to the service line with some success in a conditioned game</li> <li>• React between strokes in a rally using appropriate shot selection with some success in a conditioned practice</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a backhand low serve and forehand high serve with appropriate depth in a game</li> <li>• Perform a forehand and backhand clear to rear court with consistency in a conditioned game</li> <li>• Perform an attacking or defensive net lift with appropriate height in a game</li> <li>• Perform a drop shot with appropriate depth in a game</li> <li>• Select appropriate rear court and forecourt shots appropriately in a game and change tactics between rallies to outwit your opponent(s)</li> </ul>
<p style="text-align: center;">-</p> <p style="text-align: center;"><b>Higher</b></p> <p style="text-align: center;">+</p>	<ul style="list-style-type: none"> <li>• Perform a backhand low serve and forehand high serve with success to start a game</li> <li>• Perform a rear court and forecourt shot in a conditioned practice with success</li> <li>• Apply a flick serve in a conditioned practice with some success</li> <li>• Apply a net shot in isolation with some attempt to hit low to the net</li> <li>• Apply a smash or net skill shot to midcourt in isolation</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a backhand low serve and forehand high serve with appropriate depth in a game</li> <li>• Apply a range of rear court and forecourt shots with appropriate depth in a co-operative rally</li> <li>• Perform a flick serve with success in a game</li> <li>• Perform a net shot low to the net with some success in a game</li> <li>• Perform a smash <u>or</u> net kill with some attempt at power in a conditioned game</li> <li>• Apply understanding of why different shots should be used and singles <u>or</u> doubles tactics in a game</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a backhand low serve and forehand high serve with appropriate height and width to start a game</li> <li>• Perform a flick serve with depth in a game</li> <li>• Perform a net shot to 'dribble' over the top of the net in a game</li> <li>• Perform a smash <u>or</u> net shot with effective power and speed to win the point in a game</li> <li>• Select appropriate rear court, midcourt and forecourt strokes in a game and adapt your game plan to improve performance in singles <u>or</u> doubles</li> </ul>