



PE Curriculum Overview

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1 & 2	<p><u>Team building</u> Pupils can explain why to listen to instructions. Pupils can compete against one another showing sportsmanship. Pupils can work with a partner to achieve a common goal. Pupils can fall into another's arms showing trust. Pupils can be led blindfolded. Pupils can give good verbal instructions to a blindfolded partner to guide them. Pupils can discuss an objective and come up with a strategy to overcome the problem. Pupils can review their performance as a team and adapt a strategy where necessary.</p> <p><u>Rugby League</u> Safe head and body position when tackling. Safe carry when tackled. Tackle with shoulders against a passive opponent or shield. Securely carry the ball properly into a shield. Catch and secure the ball before making contact. Accurate short passing, defensive 1v1 Understanding outside in a correct defensive line. Pupils can demonstrate how to play the ball correctly.</p>	<p><u>Basketball</u> Pupils know to dribble the ball with some control Pupils know they can take two steps. Pupils know how to grip the ball correctly when shooting. Pupils know what contact constitutes a foul. Pupils know that a shooting foul means the attacking player gets free shots. Pupils can dribble and pass in a game situation. Pupils know to restart the game from a Basket Pupils know how to restart from offences or line calls.</p> <p><u>Rugby League</u> Pupils taught safe tackle leading to string body position on the floor, finishing on top of the attacker. Pupils taught to carry draw and short pass when tackling Pupils taught how and why to run in support of an attacker. Pupils taught how to pass from the ground from the half-back position. Pupils taught when and how to offload in the tackle. Pupils taught how to safely tackle in pairs with basic principles.</p>	<p><u>Rugby League</u> Pupils demonstrate safe tackle going high and going low Pupils can demonstrate body position to ground when tackling, finishing on top. Pupils can demonstrate how to slow the play the ball down when defending. Pupils demonstrate how to find their front when attacking and transition into a smooth quick pass the ball. Pupils demonstrate solid handling technique in a variety of situations. Pupils can demonstrate how to time their run onto the ball.</p> <p><u>Football</u> Pupils can control the ball at varying heights with accuracy and successfully choose the correct body part Warm ups can be completed in pairs with cardio and skill related activities demonstrated Pupils can volley the ball with delicate touch and power to pass to a partner Block tackles can be demonstrated and the importance of them in gameplay explained Pupils can set up drills to improve pressing the ball and putting opponents under pressure</p>	<p><u>KS4 Core PE</u> Throughout KS3 pupils have experienced a wide variety of sporting opportunities. Using this cultural capital in Ks4 Core PE they can now select and pursue what areas for sports interest them most. Each half term pupils are given 8 sporting options to choose (4 in each one-hour period per week). Pupils are given their options in the half term beforehand and these are decided through the pupil voice. Pupils select one activity per lesson and they will complete a unit of work on each of their sporting choices for the duration of the half term. This selection enables girls to select traditionally male activities such as Rugby and boys can select typically female activities such as dance if they so wish and choose sports along with their friendship groups. Every half term these options are adapted, and pupils then re-select their options once again for the next half term. Options again offer a wide variety of activities according to the pupil voice and Sports Leaders and their committee predominantly relay the thoughts and opinions of their peers to PE staff and whenever possible we provide any activity we can deliver. This program exists through Year 10 and Year 11.</p>	<p><u>KS4 Core PE</u> Options program continues from Year 10 to Year 11.</p> <p><u>Sports Studies</u> Contemporary issues in Sports Barriers to participation and how to overcome those barriers. Pupils will be taught how to identify user groups, what barriers they face and how as a society or from the perspective of a sporting provider help overcome these barriers through promotion and sporting programs using real life examples from local providers and NGB's as examples. Large scale sporting events e.g. Olympics. This is best taught through a Journey of the Olympics from the bidding process, to the creation of facilities, hosting the games itself and the legacy it leaves behind. Pupils must be taught the positives and negatives of hosting including the economic, environmental and social effects of hosting. Again, the use of real historical games which have been both successful and unsuccessful should be investigated. The role of sport in promoting sporting values. Which makes a strong link to Paralympics and Olympic values and the Olympic Creed. Gamesmanship, sportsmanship and breaking the</p>



PE Curriculum Overview

<p><u>Basketball</u></p> <p>Perform a chest pass bounce pass, receive a pass with hands out and fingers spread. How to avoid double dribble. Recognise and avoid travelling with the ball.</p> <p>What constitutes a basic foul.</p> <p>How to restart the game from a basket and to restart from a side-line.</p> <p><u>Dance</u></p> <p>How to improve performance. How to replicate and practise the motif with and without the music in small groups. How to listen to the music and count the beat. Basic dance techniques; stillness, gesture, cannon, unison. They should develop an understanding through the performance of linking basic movements and techniques.</p> <p>How to develop a motif.</p> <p>How to perform basic dance techniques; partner work, duet, counter balances and lifts.</p> <p><u>Gymnastics</u></p> <p>Perform 5 basic jumps</p> <p>Link together 2 ways of travelling. Understand and explain the term 'body tension. Identify a good point in their performance.</p> <p>Select a start position for a sequence. Give a safety point when getting out apparatus</p> <p>Use canon in a sequence.</p> <p>Pupils can perform a stretch as part</p>	<p><u>Volleyball</u></p> <p>Pupils will start to use a volley with some control</p> <p>Pupils will understand rally point scoring</p> <p>Pupils will be able to identify when to use the 'dig' shot</p> <p>Pupils will attempt to perform the underarm serve</p> <p>Pupils can demonstrate multiple touches when attacking</p> <p>Pupils will use rotation in a game situation</p> <p>Formations will be set up in a game situation by pupils.</p> <p><u>Football</u></p> <p>Pupils can pass the ball with instep, outstep and laces</p> <p>Pupils can pass the ball with one touch with accuracy and can explain the advantage of doing this</p> <p>Pupils can verbally explain techniques for attacking and defensive headers and why accuracy is important</p> <p>Tricks and turns can be used to try to beat an opponent</p> <p>Pupils are able to keep team possession by shielding the ball and using the body to protect the ball</p> <p>Pupils are aware of formations in football and can explain attacking and defensive formations</p> <p>Pupils can demonstrate passing over longer distances and explain technique for long range passing.</p>	<p>Change of speed, feint and dummy can be used to beat an opponent</p> <p>Pupils can explain the offside rule and understand the importance of a straight defensive line</p> <p>Possession drills can be demonstrated and understood to improve possession in gameplay in terms of angles and movement.</p> <p><u>Netball</u></p> <p>Pupils know how to use one-footed and two-footed landing when receiving the ball to stop immediately.</p> <p>Pupils know how to extend their arms to receive a pass.</p> <p>Pupils know how to extend their fingers when receiving a pass to avoid injury and to control the ball.</p> <p>Pupils will position their hands in a 'w' on the ball when performing a chest and bounce pass.</p> <p>Pupils know that they need to have their dominant hand underneath and their other hand on the side of the ball when performing the two-handed shooting technique.</p> <p>Pupils know the importance of following their shot for the rebound.</p> <p>Pupils know that they must stand 3 feet away from the ball when defending.</p> <p>Pupils know the importance of being able to see both the ball and the attacker when defending.</p> <p>Pupils know which player takes a side-line or back-line depending</p>		<p>rules including diving, match fixing, doping in sport. Real life examples should again be used to aid understanding.</p> <p>The roles of a National Governing Body. Identification of these bodies, their roles including promotion, development, Infrastructure, policies, initiatives, funding and support. As well as encourages new participants, supports elite performers, publicises the sport, ensures equal opportunities, promotes etiquette and fair play. As with all this unit, real life examples must be used to encourage understanding.</p> <p><u>Sports Studies</u></p> <p>Developing Sports Skills</p> <p>Pupils to be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity. All lessons to be taught practically.</p> <p>Pupils to be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity. Witness statement completed as evidence. All lessons to be taught practically.</p> <p>Pupils to be able to officiate in a sporting activity. Witness statement and pupil logbook of experiences to be completed as evidence. Lessons to be taught practically.</p>
--	---	--	--	--



PE Curriculum Overview

<p>of a warm up</p> <p>Football</p> <p>Pupils are able to pass a football with accuracy using different foot parts</p> <p>Pupils can describe which part of the foot to pass and control with and explain why</p> <p>Pupils are able to change direction with a ball and explain technique for good balance</p> <p>Differentiation can be made between attacking and defensive heading</p> <p>Pupils can use movement to create space to keep possession</p> <p>Rules of the game can be described and explained in some detail</p> <p>Pupils can design a small tournament and explain fixtures and league tables</p> <p>Netball</p> <p>Pupils know how to perform one footed and two footed landing.</p> <p>Pupils know how to extend their arms to receive a pass.</p> <p>Pupils know how to position their fingers when receiving a pass to avoid injury and to control the ball.</p> <p>Pupils know how to position their fingers in a 'w' position on the ball to perform a chest pass.</p> <p>Pupils know the seven positions in netball and where they stand at the beginning of a centre pass.</p> <p>Pupils they need to be 3 feet away</p>	<p>Dance</p> <p>Pupils to recap how to listen to the music and count the beat.</p> <p>-Sat down, play the music and demonstrate counting the beats (in counts of 8).</p> <p>Pupils to recap how to develop a motif. They should develop an understanding of the different ways you can develop a motif by manipulating the movement (action, space, time or dynamics).</p> <p>Pupils to recap how to perform basic dance techniques; stillness, gesture, cannon, unison. Pupils are also taught how to perform partner work, duet, counter balances and lifts. They should develop an understanding through the performance of linking basic movements and techniques.</p> <p>Netball</p> <p>Pupils know how to use one footed and two footed landing correctly when receiving a pass.</p> <p>Pupils know how to extend their arms to receive a pass.</p> <p>Pupils know how to position their fingers when receiving a pass to avoid injury and to control the ball.</p> <p>Pupils know how to position their hands in a 'w' on the ball when throwing a chest pass or a bounce pass.</p> <p>Pupils know the seven positions and where they stand at the beginning of a centre pass.</p> <p>Pupils know they must be 3 feet</p>	<p>on which third the ball is in.</p> <p>Pupils can work together to put themselves in positions which best suit their ability.</p> <p>Table Tennis</p> <p>Pupils will be taught to use topspin to outwit an opponent and explain what it does to the ball</p> <p>Weaknesses of an opponent are being used to develop shot selection and direction</p> <p>Pupils can play by doubles rules and play games effectively</p> <p>During gameplay pupils can devise their own tournaments and rules to increase competition</p> <p>Differentiation can be made between topspin and plain service</p> <p>Pupils are able to verbally explain the importance of serving, rules for serving and correct scoring</p> <p>The block shot can be used in gameplay successfully and pupils can explain when to implement it.</p> <p>Basketball</p> <p>Pupils demonstrate know to dribble the ball with some control switching between their hands.</p> <p>Pupils can take two steps with pace and purpose.</p> <p>Pupils demonstrate the correct grip and release when shooting.</p> <p>Pupils know what a contact foul and the appropriate restart is (free throw / side line).</p> <p>Pupils can demonstrate a</p>		
---	--	---	--	--



PE Curriculum Overview

<p>from the ball when marking. Pupils use change of speed to help outwit an opponent. Pupils use change of direction to help outwit an opponent.</p> <p><u>Volleyball</u> Pupils know how to score a point in Volleyball. Pupils can underarm feed and underarm serve. Pupils can demonstrate a Volley/Set. Pupils can place their hands in the correct dig position. Pupils can demonstrate having multiple touches before attacking (Catches allowed). Pupils can lead their own basic warm up in small groups. Pupils can play in a conditioned game, making decisions and recording the score as a team / group.</p> <p><u>Table Tennis (Boys and Girls)</u> Pupils can hold the bat correctly and describe the grip Pupils are able to demonstrate the ready position and understand how footwork can help their shots Bat angle can be described and how it affects the shots played Pupils are able to serve to start a game adhering to rules of single play</p>	<p>away from the ball when defending. Pupils understand the importance of being able to see both the attacker and the ball when defending. Pupils know that they need to have their dominant hand underneath the ball and their other hand on the side of the ball when performing the two-handed shooting technique. Pupils understand the importance of following their shot to receive the rebound. Pupils can correctly perform a throw-in.</p> <p><u>Table Tennis</u> Pupils can grip the bat correctly and change grip during a rally to play different shots. During rallies pupils can use both a backhand push and backhand drive appropriately. Pupils can verbally describe a forehand drive and know technique for performing one. Defensive shots can be demonstrated, and pupils know drills for improving defensive shots In gameplay pupils can vary serve to try to tactically outwit an opponent Pupils can verbally describe the importance of serve in terms of speed, height and spin In gameplay pupils can play shots to put pressure on opponents and be able to describe what they are</p>	<p>technically correct free throw. Pupils can dribble and pass in a game situation. Pupils know the basic hand signals for double dribble, travel and know when they are to be applied.</p> <p><u>Dance</u> Pupils can replicate and practice the motif with and without the music Pupils can demonstrate counting the beats (in counts of 8) with and without music. Pupils can develop performances by either using different parts of the body; altering the posture e.g. standing to lying, sitting, upside down; adding or changing direction; retrograding. Pupils can choreograph (create) a starting position and then consider floor pattern, spatial awareness, levels, aesthetics. Pupils perform their routines to another group for feedback on their performance, feedback is relevant and constructive.</p> <p><u>Fitness</u> Pupils know how to take their heart rate with their middle and index fingers. Pupils know what is meant by resting, working and recovery heart rate. Pupils can explain what happens to heart during and after exercise.</p>		
--	---	---	--	--



PE Curriculum Overview

	<p>Pupils can demonstrate a forehand push and explain when they would use it</p> <p>During gameplay the backhand push can be used to defend shots</p> <p>Pupils can change bat angle to play back of the table shots with accuracy</p> <p><u>Fitness</u></p> <p>Pupils know how to take their heart rate with index and middle finger.</p> <p>Pupils know what is meant by a pulse raiser.</p> <p>Pupils know the importance of stretching prior to exercise.</p> <p>Pupils know what is meant by resting heart rate.</p> <p>Pupils can explain what happens to heart rate during exercise.</p> <p>Pupils know what is meant by recovery rate.</p> <p>Pupils know what is meant by repetition and know how to count repetitions.</p> <p>Pupils know how to handle a weight safely.</p>	<p>trying to do</p> <p><u>Fitness</u></p> <p>Pupils know how to measure their heart rate using their middle and index finger.</p> <p>Pupils know what is meant by a pulse raiser.</p> <p>Pupils know how a pulse raiser is conducted.</p> <p>Pupils know what is meant by resting, working and recovery heart rate.</p> <p>Pupils can explain what happens to heart rate when doing exercise.</p> <p>Pupils can explain what happens to heart rate after doing exercise.</p> <p>Pupils know how timing/rest in between exercises can improve fitness through the use of Tabata.</p> <p>Pupils know what is meant by cardiovascular fitness and muscular endurance.</p> <p>Pupils know how to perform a timed circuit and know the key points of how a circuit works.</p> <p>Pupils can create their own timed circuit.</p>	<p>Pupils can conduct their own pulse raiser and stretches.</p> <p>Pupils know what is meant by the term components of fitness.</p> <p>Pupils know can define muscular endurance, muscular strength, cardiovascular fitness</p> <p>Pupils can identify their fitness weakness in relation to either muscular endurance, muscular strength or cardiovascular fitness.</p> <p>Pupils can create an exercise programme aiming to improve their identified weaknesses..</p> <p>Pupils can set up and carry out their exercise programme using equipment.</p>		
<p>Spring 1 & 2</p>	<p><u>Softball</u></p> <p>Pupils are able to demonstrate basic underarm and catching techniques.</p> <p>Pupils can use both gate and long barrier fielding techniques and know when to use each</p> <p>In gameplay pupils can use the overarm throwing technique with some accuracy.</p>	<p><u>Softball</u></p> <p>Pupils can explain the rules for bowling in a softball game</p> <p>In gameplay pupils can vary bowling height and speed dependent on the batter</p> <p>Batting grip and batting body position can be demonstrated and explained</p> <p>Pupils are aware of fielding tactics</p>	<p><u>Softball</u></p> <p>Pupils can choose when to use the gate and long barrier fielding techniques and choose them correctly</p> <p>Disguise and spin can be explained with regards their advantage in outwitting a batter</p> <p>Pupils can demonstrate foot position and how it can affect ball</p>	<p><u>KS4 Core PE</u></p> <p>Options program continues from Year 10 to Year 11.</p> <p><u>Sports Studies</u></p> <p>Outdoor Activities</p> <p>Pupils will firstly experience a wide variety of outdoor activities before completing any coursework to</p>	<p><u>KS4 Core PE</u></p> <p>Options program continues from Year 10 to Year 11.</p> <p><u>Sports Studies</u></p> <p>Coursework completion and exam preparation</p>



PE Curriculum Overview

<p>Pupils can verbally describe when to use the different throwing techniques in a game</p> <p>Pupils are able to bowl with some accuracy and describe bowling rules in softball</p> <p>Pupils are able to describe the rules and scoring for a softball game</p> <p>Pupils can describe how to set up a field and what attributes are needed.</p> <p><u>Rounders</u></p> <p>Pupils know how to safely catch a ball</p> <p>Pupils know how to throw underarm and when to do so.</p> <p>Pupils know what is a 'good ball' in rounders.</p> <p>Pupils know what a 'no ball' is in rounders.</p> <p>Pupils can demonstrate how to stand when batting.</p> <p>Can demonstrate an overarm throwing technique.</p> <p>Know when to use an overarm throw.</p> <p>Pupils can say one thing they do well in rounders.</p> <p><u>Athletics (Running)</u></p> <p>Pupils will be able to show a standing start</p> <p>Pupils will be able to sprint over a set distance</p> <p>Pupils will understand the term 'pacing' when running</p>	<p>and can pick a position that suits their attributes</p> <p>The term spacial awareness can be explained and utilised when batting and fielding</p> <p>Communication is used during gameplay to help teams prevent giving points away.</p> <p><u>Rounders</u></p> <p>Pupils can catch a ball with 2 hands</p> <p>Pupils understand the role of the backstop</p> <p>Pupils will perform a basic underarm bowling action</p> <p>Pupils can change their batting position</p> <p>Pupils understand 1 tactic to use when batting</p> <p>Pupils can demonstrate the 'gate' position</p> <p>Pupils know when it is appropriate to do an overarm throw</p> <p>Pupils will be able to say how to work together to try and improve the team's performance?</p> <p><u>Athletics (Running)</u></p> <p>Pupils can demonstrate a basic warm-up using Athletics principles when led.</p> <p>Pupils can replicate some desired techniques when sprinting</p> <p>Pupils can demonstrate pacing.</p> <p>Pupils can demonstrate a different tactic used over different distances for themselves.</p> <p>Pupils can demonstrate a good</p>	<p>placement when batting</p> <p>Fielding drills can be set up and progressed as a group to improve performance</p> <p>Pupils are able to explain several softball rules with batting, bowling and scoring</p> <p>Skill related warm ups can be performed and developed by pupils working together</p> <p>Pupils can evaluate a team leader with regards their tactics, teamwork and communication.</p> <p><u>Rounders</u></p> <p>Pupils can catch a ball with 2 hands and pull the ball in to keep control and lessen the impact.</p> <p>Pupils understand the role of the backstop and communication skills from that position.</p> <p>Pupils will perform a fast and fairly accurate underarm bowling action</p> <p>Pupils can change their batting position according to their tactics.</p> <p>Pupils understand 2 tactics to use when batting</p> <p>Pupils can demonstrate the 'gate' position</p> <p>Pupils know when it is appropriate to do an overarm throw and demonstrate with some accuracy over distance.</p> <p>Pupils will be able to say how to work together to try and improve the team's performance.</p> <p><u>Athletics (Running)</u></p>	<p>build a foundation of deeper understanding.</p> <p>Pupils will learn the benefits of outdoor activities and be able to correctly link these benefits to activities with clear understanding and explanations.</p> <p>Pupils will gain knowledge of the necessary skills to compete in a wide variety of outdoor activities and be able to fully explain why they are of importance to the individual. For deeper knowledge and understanding to take place they will experience and develop these techniques for themselves.</p> <p>Pupils will also be able to understand Provision of these activities within the UK, how to plan an Outdoor activity of their choice (Which they have undertaken) and how to produce a risk assessment relative to this activity.</p> <p>Benefits of outdoor activities which are clearly linked to specific activities.</p> <p>Definition of what Outdoor Activities is.</p> <p>Explanations/descriptions of at least 7 activities.</p> <p>Skills, which are needed/ developed and why they are important to the individual for all 7 activities.</p> <p>Provision for each of the activities previously explained within the UK only.</p> <p>The following task is to be written into the same template as the</p>	
--	--	---	--	--



PE Curriculum Overview

	<p>Pupils will compete in an 800m race</p> <p>Pupils will be able to exchange a baton in a relay</p> <p>Pupils will work as part of a team and identify strengths and weaknesses in their performance</p> <p>Pupils will be able to understand a 'false start'</p>	<p>rhythm/cadence with arms and legs when pacing.</p>	<p>Pupils can demonstrate a basic warm-up using Athletics principles when led.</p> <p>Pupils can replicate some desired techniques when sprinting</p> <p>Pupils can demonstrate pacing.</p> <p>Pupils can demonstrate a different tactic used over different distances for themselves.</p> <p>Pupils can demonstrate a good rhythm/cadence with arms and legs when pacing.</p>	<p>leadership unit.</p> <p>Session plan of one of the activities undertaken on the OCR template.</p> <p>Risk assessment outlining at least 12 hazards, listing preventative actions and explaining clearly what is to be done if this emergency</p>	
<p>Summer 1 & 2</p>	<p><u>Athletics (Throwing)</u></p> <p>Pupils can safely hold a shot putt.</p> <p>Pupils can demonstrate 'toe, knee, chin' when throwing a shot putt.</p> <p>Pupils can safely retrieve a shot putt.</p> <p>Pupils can safely hold a discus.</p> <p>Pupils can demonstrate 'toe, knee, chin' when throwing a discus.</p> <p>Pupils can safely retrieve a discus.</p> <p>Pupils can safely hold a javelin.</p> <p>Pupils can demonstrate one teaching point for throwing the javelin.</p> <p>Pupils can safely retrieve the javelin.</p>	<p><u>Athletics (Throwing)</u></p> <p>Pupils can demonstrate safety principles in all throwing events</p> <p>Pupils can grip a shot/discus/javelin with efficiency.</p> <p>Pupils demonstrate how to begin a throw with the correct stance for shot/discus/javelin</p> <p>Pupils can demonstrate how to generate power through correct movement.</p> <p>Pupils can demonstrate how to release with some efficiency.</p> <p>Pupils can demonstrate how to measure progress.</p>	<p><u>Athletics (Throwing)</u></p> <p>Can demonstrate safe practices of retrieval with all items.</p> <p>Can grip all items with some control.</p> <p>Can demonstrate a purposeful stance</p> <p>Can develop their own performance and that of others</p> <p>Can release with control</p> <p>Pupils can measure their progress.</p>	<p><u>KS4 Core PE</u></p> <p>Options program continues from Year 10 to Year 11.</p> <p><u>Sports Studies</u></p> <p>Continuation of coursework</p>	