



Programme of Learning

KS3

Physical Education

Our Curriculum

- A** **Ambitious** Our students reach their full potential
- S** **Spiritual** Our students develop a strong moral compass and integrity
- P** **Purposeful** Our students experience a broad and balanced curriculum that prepares them for the next stage of education and life
- I** **Inclusive** Our students needs and talents are recognised and nurtured
- R** **Rich** Our students access a range of academic, creative and cultural opportunities
- E** **Engaging** Our students are motivated and develop a love of learning



The PE department at All Hallows aims to develop a lifelong love of physical activity, allowing students to leave school with the Skills, Knowledge and Attributes to lead a healthy active lifestyle.

Footnote:

Our PE curriculum at All Hallows focuses on 3 core strands; Skills, Knowledge and Attributes.

Skills – Students' physical movement

Knowledge – Students' verbal understanding

Attributes – Students' resilience, communication & leadership

Year 7

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring Term

TITLE OF UNIT: Basketball

WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Basic rules •Court markings <ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> •3 types of pass •Dribbling and ball handling •Shooting

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules. Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and knowing how many points are awarded for different types of shot.	Understanding of different roles in basketball and possible career opportunities such as official, coach, analyst and reporter.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring Term

TITLE OF UNIT: Dance

WEEKS: 7

By the end of this unit, students will be able to do/know:

Knowledge	Skills
<ul style="list-style-type: none"> •To know what a motif <ul style="list-style-type: none"> ○ and timing are •To be able to define the terms musicality, exaggeration, fluency and style •To know what dance actions <ul style="list-style-type: none"> ○ and relationships are •To know different techniques <ul style="list-style-type: none"> ○ for making non-weight bearing contact 	<ul style="list-style-type: none"> •To be able to perform a basic motif •To be able to include musicality, exaggeration, fluency and style in the motif •To be able to incorporate dance relationships and contact that represents the dance style •

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Working in a group Respecting others' ideas Participate and cooperate Giving constructive feedback

Literacy/Reading/Numeracy	Careers
Using an assessment criterion to provide written and verbal feedback to peers. Being able to count in time and understand half and double time.	Within the creative arts industry – teaching, performing, stage crew

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will create and perform a dance routine to demonstrate their application of skills in a performance setting. They will also be assessed on the feedback they provide their peers to demonstrate knowledge and identification of the skills learnt.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring Term

TITLE OF UNIT: Fitness

WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Warm up and cool down • Cardiovascular endurance • Muscular endurance • The muscular system 	<ul style="list-style-type: none"> • Continuous training • Circuit training • Multi-Stage Fitness Test • Cooper Run

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Enjoy learning about oneself Reflect on own performance Support others to improve performance

Literacy/Reading/Numeracy	Careers
Reading tables of normative data to calculate levels of fitness. Calculating total distance covered. Knowledge of key terminology such as names of muscles.	Personal trainer, fitness instructor, leisure centre management, coaching and performance analyst

How will this topic be assessed?
This topic will be assessed during standardised fitness testing. Students will also create and carry out a training session that allows them to demonstrate an understanding of the key skills and knowledge learnt during the unit of work.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring

TITLE OF UNIT: Gymnastics

WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Simple routines • Safe use of apparatus <ul style="list-style-type: none"> ○ Aesthetic appreciation ○ Fitness requirements for gymnastics 	<ul style="list-style-type: none"> • 8 basic shapes • Rolls, jumps and balances • Travelling • Introduction to flight

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Use imagination and creativity Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Using resource cards to understand how to perform skills and the key teaching points Providing written feedback to other groups Able to communicate – talking and listening Counting and timing (balances/stretching/moves in a routine) Cross curricular links – symmetry/asymmetry	Coaching and judging qualifications and the opportunity to work at competitions. Crossover to a number of other sports and disciplines within gymnastics.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will create and perform a routine, allowing them to demonstrate the skills and knowledge learnt during the unit. Students will also demonstrate their application of skills in isolated practices



Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn & Spring Term

TITLE OF UNIT: Handball

WEEKS: 6-8

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Basic understanding of rules 	<ul style="list-style-type: none"> •3 Types of pass •Receiving the ball •Jump shot •Moving with the ball

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Handball and possible career opportunities

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring

TITLE OF UNIT: Netball

WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Positions on a full court game • Rules of the game 	<ul style="list-style-type: none"> • Passing, Receiving and Footwork • Shooting and Attacking • Man Marking • Dodging

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and being able to work out who has the first centre pass during each quarter.	Understanding of different roles in netball and possible career opportunities such as coaching and umpiring.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games and full court games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring

TITLE OF UNIT: Outdoor Adventure Activities (OAA) – Orienteering

WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Orientating a map •Map symbols •Line features / Handrails •Scale •Attack points •Types of orienteering course 	<ul style="list-style-type: none"> •Orientating a map •Map Reading •Handrailing •Measuring distance •Aiming off •Thumbing •Map memory •Completing courses

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Working in a group Respecting others ideas Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Understanding of map symbols and identifying them on a map. Using scale to calculate distance.	Coaching, outdoor activity centres, land surveyor, cartographer

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete a competition course, allowing them to demonstrate the skills and knowledge they have developed and working individually and in a team.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring

TITLE OF UNIT: Rugby Union

WEEKS: 6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Understand the basic Laws of Rugby Union • Be able to identify a Ruck and understand the Laws surrounding this situation within the Game • Understand the formation of a defensive and attacking line • Understand how to create a 2v1 situation when attacking 	<ul style="list-style-type: none"> • Be able to perform a Pop Pass within a structured drill and a Match environment • Be able to perform a Side Tackle in isolation and within a game environment. This will also be performed in conjunction with organising, standing within and maintaining a defensive line • Be able to perform each of the three roles within a Ruck – ball placement from being tackled, defending the Ruck and attacking the Ruck • Within attacking and defending drills, be able to form and run the respective lines. These skills will then be able to be replicated within a Match environment • When in attack, students will be able to isolate a defender to create a 2v1 situation and get past that defender via either a Pop Pass or use of Footwork

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Value of team work, fair play, listening to others, respect of officials and decisions.

Literacy/Reading/Numeracy	Careers
Pupils able to use numeracy throughout by scoring when in a competitive environment.	Professional athlete, Journalist, Media, Sports Agent

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.



Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring

TITLE OF UNIT: Swimming

WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Pool safety •Push and glide 	<ul style="list-style-type: none"> •Freestyle leg action •Freestyle arm action •Breathing for Freestyle •Backstroke leg action •Backstroke arm action

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Being able to keep time and follow a clock	Referee, Starter, Timekeeper, Coach, Athlete, Lifeguard, First aid

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete these skills and drills in isolated practice and then as a full stroke. This will allow them to demonstrate the skills and knowledge learnt during the unit.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring Term

TITLE OF UNIT: Basketball

WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Basic rules •Court markings 	<ul style="list-style-type: none"> •3 types of pass •Dribbling and ball handling •Shooting

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules. Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and knowing how many points are awarded for different types of shot.	Understanding of different roles in basketball and possible career opportunities such as official, coach, analyst and reporter.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.



Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring Term

TITLE OF UNIT: Dance

WEEKS: 7

By the end of this unit, students will be able to do/know:

Knowledge	Skills
<ul style="list-style-type: none"> •To know what a motif •and timing are •To be able to define the terms musicality, exaggeration, fluency and style •To know what dance actions •and relationships are •To know different techniques • for making non-weight bearing contact 	<ul style="list-style-type: none"> •To be able to perform a basic motif •To be able to include musicality, exaggeration, fluency and style in the motif •To be able to incorporate dance relationships and contact that represents the dance style

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Working in a group Respecting others' ideas Participate and cooperate Giving constructive feedback

Literacy/Reading/Numeracy	Careers
Using an assessment criterion to provide written and verbal feedback to peers. Being able to count in time and understand half and double time.	Within the creative arts industry – teaching, performing, stage crew

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will create and perform a dance routine to demonstrate their application of skills in a performance setting. They will also be assessed on the feedback they provide their peers to demonstrate knowledge and identification of the skills learnt.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring Term

TITLE OF UNIT: Fitness

WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Warm up and cool down • Cardiovascular endurance • Muscular endurance • The muscular system 	<ul style="list-style-type: none"> • Continuous training • Circuit training • Multi-Stage Fitness Test • Cooper Run

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Enjoy learning about oneself Reflect on own performance Support others to improve performance

Literacy/Reading/Numeracy	Careers
Reading tables of normative data to calculate levels of fitness. Calculating total distance covered. Knowledge of key terminology such as names of muscles.	Personal trainer, fitness instructor, leisure centre management, coaching and performance analyst

How will this topic be assessed?
This topic will be assessed during standardised fitness testing. Students will also create and carry out a training session that allows them to demonstrate an understanding of the key skills and knowledge learnt during the unit of work.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring Term

TITLE OF UNIT: Football

WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Basic rules of the game. •Coaching points for basic skills. 	<ul style="list-style-type: none"> •Side Foot Pass •Dribbling •Jockeying •Block Tackling •Throw In •Shooting

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Football and possible career opportunities such as official, reporter, analyst or coach.

How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring

TITLE OF UNIT: Gymnastics

WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Simple routines • Safe use of apparatus <ul style="list-style-type: none"> ○ Aesthetic appreciation ○ Fitness requirements for gymnastics 	<ul style="list-style-type: none"> • 8 basic shapes • Rolls, jumps and balances • Travelling • Introduction to flight

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Use imagination and creativity Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Using resource cards to understand how to perform skills and the key teaching points Providing written feedback to other groups Able to communicate – talking and listening Counting and timing (balances/stretches/moves in a routine) Cross curricular links – symmetry/asymmetry	Coaching and judging qualifications and the opportunity to work at competitions. Crossover to a number of other sports and disciplines within gymnastics.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will create and perform a routine, allowing them to demonstrate the skills and knowledge learnt during the unit. Students will also demonstrate their application of skills in isolated practices



Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn & Spring Term

TITLE OF UNIT: Handball

WEEKS: 6-8

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Basic understanding of rules 	<ul style="list-style-type: none"> •3 Types of pass •Receiving the ball •Jump shot •Moving with the ball

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Handball and possible career opportunities

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring

TITLE OF UNIT: Hockey

WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Correct grip of a hockey stick •Basic rules of the game •Using space 	Strong side dribbling <ul style="list-style-type: none"> •Push Pass •Stopping the ball •Block tackle •Hit

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in hockey and possible career opportunities

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring

TITLE OF UNIT: Netball

WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Positions on a full court game • Rules of the game 	<ul style="list-style-type: none"> • Passing, Receiving and Footwork • Shooting and Attacking • Man Marking • Dodging

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and being able to work out who has the first centre pass during each quarter.	Understanding of different roles in netball and possible career opportunities such as coaching and umpiring.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games and full court games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring

TITLE OF UNIT: Outdoor Adventure Activities (OAA) – Orienteering

WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Orientating a map •Map symbols •Line features / Handrails •Scale •Attack points •Types of orienteering course 	<ul style="list-style-type: none"> •Orientating a map •Map Reading •Handrailing •Measuring distance •Aiming off •Thumbing •Map memory •Completing courses

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Working in a group Respecting others ideas Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Understanding of map symbols and identifying them on a map. Using scale to calculate distance.	Coaching, outdoor activity centres, land surveyor, cartographer

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete a competition course, allowing them to demonstrate the skills and knowledge they have developed and working individually and in a team.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring

TITLE OF UNIT: Rugby Union

WEEKS: 7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Understand the basic Laws of Rugby Union • Be able to identify a Ruck and understand the Laws surrounding this situation within the Game • Understand the formation of a defensive and attacking line • Understand how to create a 2v1 situation when attacking 	<ul style="list-style-type: none"> • Be able to perform a Pop Pass within a structured drill and a Match environment • Be able to perform a Side Tackle in isolation and within a game environment. This will also be performed in conjunction with organising, standing within and maintaining a defensive line • Be able to perform each of the three roles within a Ruck – ball placement from being tackled, defending the Ruck and attacking the Ruck • Within attacking and defending drills, be able to form and run the respective lines. These skills will then be able to be replicated within a Match environment • When in attack, students will be able to isolate a defender to create a 2v1 situation and get past that defender via either a Pop Pass or use of Footwork

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Value of team work, fair play, listening to others, respect of officials and decisions.

Literacy/Reading/Numeracy	Careers
Pupils able to use numeracy throughout by scoring when in a competitive environment.	Professional athlete, Journalist, Media, Sports Agent

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 7

TERM: Autumn and Spring

TITLE OF UNIT: Swimming

WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Pool safety •Push and glide 	<ul style="list-style-type: none"> •Freestyle leg action •Freestyle arm action •Breathing for Freestyle •Backstroke leg action •Backstroke arm action

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Being able to keep time and follow a clock	Referee, Starter, Timekeeper, Coach, Athlete, Lifeguard, First aid

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete these skills and drills in isolated practice and then as a full stroke. This will allow them to demonstrate the skills and knowledge learnt during the unit.



Scheme of Learning

SUBJECT: Physical Education

YEAR: 7

TERM: Summer

TITLE OF UNIT: Athletics

WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Basic Track Events •Basic Field Events 	<ul style="list-style-type: none"> •Low Sprint Start position •Push Throw •Pull Throws •Long Jump

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Leadership and taking responsibility of own actions

Literacy/Reading/Numeracy	Careers
Measuring Distances Timing Recording Times	Coaching Athletics Officiating in Athletics Management of Teams and Individuals

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Competitive Environment as well as their understanding of the rules of the events.

Scheme of Learning

SUBJECT: Physical Education

YEAR: 7

TERM: Spring and Summer

TITLE OF UNIT: Cricket

WEEKS: 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Know the basic rules of Cricket • Understand what, how and why a Batsmen would play a Cover Drive is • Know the coaching points of a Static Bowl • Know how and when a Fielder should perform a Long Barrier 	<ul style="list-style-type: none"> • Be able to Field a long cricket shot using an Overarm throw • Be able to perform a Long Barrier when fielding a ball hit along the floor • Be able to grip and play a Cover drive as a batsmen • Be able to perform the roles of a Batsmen and Fielder within an adapted game of Cricket

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Value of team work, fair play, listening to others, respect of officials and decisions.

Literacy/Reading/Numeracy	Careers
Pupils able to use numeracy throughout by scoring when in a competitive environment.	Professional athlete, Journalist, Media, Sports Agent

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.



Scheme of Learning

SUBJECT: Physical Education

YEAR: 7

TERM: Spring and Summer

TITLE OF UNIT: Rounders

WEEKS: 6

By the end of this unit, students will be able to do/know:

Knowledge	Skills
<ul style="list-style-type: none"> •Bat Grip •Rules of batting •Rules of bowling •Positions •Scoring 	<ul style="list-style-type: none"> •Short distance throwing •Short distance catching •Long barrier •Forehand batting •Fast and slow bowling •Backstop position

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score (how to write it in short hand) during a game.	Understanding of different roles in rounders and possible career opportunities such as official, coach, analyst and reporter.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.

Scheme of Learning

YEAR: 7

TERM: Spring and Summer

TITLE OF UNIT: Tennis

WEEKS: 3

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Correct grip of a Tennis Racket •Basic rules of the game •Markings on the court 	<ul style="list-style-type: none"> •Grip •Under Arm Serve •Forehand groundstroke •Forehand volley

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict Leadership – Lead by example

Literacy/Reading/Numeracy	Careers
Counting Scores Scoring systems	Understanding of different roles in Tennis and possible career opportunities Coaching Tennis Officiating in Tennis Management of Teams and Individuals

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Year 8

Scheme of Learning

Physical Education

Year 8

Autumn and Spring Term

Basketball

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Basic tactics •Man to man marking <ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> •Set shot •Lay up •Rebounding •3 man weave

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and knowing how many points are awarded for different types of shot.	Understanding of different roles in basketball and possible career opportunities such as official, coach, analyst and reporter.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and taking on the roles of officials.

Scheme of Learning

Physical Education

YEAR 8

Autumn and Spring Term

Dance

7 WEEKS

By the end of this unit, students will be able to do/know:

Knowledge	Skills
<ul style="list-style-type: none">•To know the dance theme and style of dance•To be able to define the term gestures, travel, levels and dynamics•To know what formations and weight bearing contact are	<ul style="list-style-type: none">•To be able to create a basic motif•To be able to include formations, travel, dynamics and levels in the dance routine•To be able to create actions and gestures associated with the dance theme•To be able to perform a range of contact in line with the dance theme

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Working in a group Respecting others' ideas Participate and cooperate Giving constructive feedback

Literacy/Reading/Numeracy	Careers
Using an assessment criterion to provide written and verbal feedback to peers. Being able to count in time and understand half and double time.	Within the creative arts industry – teaching, performing, stage crew

How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will create and perform a dance routine to demonstrate their application of skills in a performance setting. They will also be assessed on the feedback they provide their peers to demonstrate knowledge and identification of the skills learnt.

Scheme of Learning

Physical Education

Year 8

Autumn and Spring Term

Fitness

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none">•Agility•Coordination and balance•Speed•Skeletal system	<ul style="list-style-type: none">•Interval training•Fartlek training•Illinois agility test○

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Enjoy learning about oneself Reflect on own performance Support others to improve performance

Literacy/Reading/Numeracy	Careers
Reading tables of normative data to calculate levels of fitness. Using stopwatches to time and calculate rest periods. Knowledge of key terminology such as names of bones.	Personal trainer, fitness instructor, leisure centre management, coaching and performance analyst

How will this topic be assessed?
This topic will be assessed during standardised fitness testing. Students will also create and carry out a training session that allows them to demonstrate an understanding of the key skills and knowledge learnt during the unit of work.

Scheme of Learning

Physical Education

Year 8

Autumn and Spring Term

Gymnastics

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none">•Counter balance•Counter tension•Fitness requirements for gymnastics	<ul style="list-style-type: none">•High apparatus skills•Basic vaulting•Handstands•Headstands

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Use imagination and creativity Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Using resource cards to understand how to perform skills and the key teaching points Providing written feedback to other groups Able to communicate – talking and listening Counting and timing (balances/stretching/moves in a routine) Cross curricular links – symmetry/asymmetry	Coaching and judging qualifications and the opportunity to work at competitions. Crossover to a number of other sports and disciplines within gymnastics.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will create and perform a routine, allowing them to demonstrate the skills and knowledge learnt during the unit. Students will also demonstrate their application of skills in isolated practices

Scheme of Learning

Physical Education

Year 8

Autumn & Spring Term

Handball

6-8 Weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Application of rules • Outwitting opponents • Positions • Defensive shape 	<ul style="list-style-type: none"> • Jump pass • Passing on the move • Jump shot (Opposed)

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Handball and possible career opportunities

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.



Scheme of Learning

Physical Education

Year 8

Autumn and Spring Term

Netball

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Tactics behind each position on the court •Intermediate rules of the game 	<ul style="list-style-type: none"> •Turning in the Air •Feeding into the circle •Zonal Defence •Roll out dodge •

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and being able to work out who has the first centre pass during each quarter.	Understanding of different roles in netball and possible career opportunities such as coaching and umpiring.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games and full court games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 8

TERM: Spring

TITLE OF UNIT: Basketball

(LESSONS)WEEKLY: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Basic tactics • Man to man marking 	<ul style="list-style-type: none"> • Set shot • Lay up • Rebounding • 3 man weave

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and knowing how many points are awarded for different types of shot.	Understanding of different roles in basketball and possible career opportunities such as official, coach, analyst and reporter.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and taking on the roles of officials.

Scheme of Learning

SUBJECT: Physical Education

(LESSONS)WEEKLY: 7

By the end of this unit, students will be able to do/know:

Knowledge	Skills
<ul style="list-style-type: none"> •To know the dance theme and style of dance •To be able to define the term gestures, travel, levels and dynamics •To know what formations and weight bearing contact are 	<ul style="list-style-type: none"> •To be able to create a basic motif •To be able to include formations, travel, dynamics and levels in the dance routine •To be able to create actions and gestures associated with the dance theme •To be able to perform a range of contact in line with the dance theme

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Working in a group Respecting others' ideas Participate and cooperate Giving constructive feedback

Literacy/Reading/Numeracy	Careers
Using an assessment criterion to provide written and verbal feedback to peers. Being able to count in time and understand half and double time.	Within the creative arts industry – teaching, performing, stage crew

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will create and perform a dance routine to demonstrate their application of skills in a performance setting. They will also be assessed on the feedback they provide their peers to demonstrate knowledge and identification of the skills learnt.

Scheme of Learning

SUBJECT: Physical Education

(LESSONS)WEEKLY: 6-7

Fitness

By the end of this unit, students will be able to do/know:

Knowledge	Skills
<ul style="list-style-type: none"> •Agility •Coordination and balance •Speed •Skeletal system 	<ul style="list-style-type: none"> •Interval training •Fartlek training •Illinois agility test

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Enjoy learning about oneself Reflect on own performance Support others to improve performance

Literacy/Reading/Numeracy	Careers
Reading tables of normative data to calculate levels of fitness. Using stopwatches to time and calculate rest periods. Knowledge of key terminology such as names of bones.	Personal trainer, fitness instructor, leisure centre management, coaching and performance analyst

How will this topic be assessed?
This topic will be assessed during standardised fitness testing. Students will also create and carry out a training session that allows them to demonstrate an understanding of the key skills and knowledge learnt during the unit of work.



Scheme of Learning

SUBJECT: Physical Education

Gymnastics

(LESSONS)WEEKLY: 6-7

By the end of this unit, students will be able to do/know:

Knowledge	Skills
<ul style="list-style-type: none"> •Counter balance •Counter tension •Fitness requirements for gymnastics 	<ul style="list-style-type: none"> •High apparatus skills •Basic vaulting •Handstands •Headstands

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Use imagination and creativity Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Using resource cards to understand how to perform skills and the key teaching points Providing written feedback to other groups Able to communicate – talking and listening Counting and timing (balances/stretches/moves in a routine) Cross curricular links – symmetry/asymmetry	Coaching and judging qualifications and the opportunity to work at competitions. Crossover to a number of other sports and disciplines within gymnastics.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will create and perform a routine, allowing them to demonstrate the skills and knowledge learnt during the unit. Students will also demonstrate their application of skills in isolated practices.

Scheme of Learning

SUBJECT: Physical Education

TERM: Spring

TITLE OF UNIT: Handball

(LESSONS)WEEKLY: 6-8

By the end of this unit, students will be able to do/know:

Knowledge	Skills
<ul style="list-style-type: none"> • Application of rules • Outwitting opponents • Positions • Defensive shape 	<ul style="list-style-type: none"> • Jump pass • Passing on the move • Jump shot (Opposed)

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Handball and possible career opportunities

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 8

TERM: Spring

TITLE OF UNIT: Netball

(LESSONS)WEEKLY: 6-7

By the end of this unit, students will be able to do/know:

Knowledge	Skills
<ul style="list-style-type: none">•Tactics behind each position on the court•Intermediate rules of the game	<ul style="list-style-type: none">•Turning in the Air•Feeding into the circle•Zonal Defence•Roll out dodge

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and being able to work out who has the first centre pass during each quarter.	Understanding of different roles in netball and possible career opportunities such as coaching and umpiring.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games and full court games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 8

TERM: Spring

TITLE OF UNIT: Rugby Union

(LESSONS)WEEKLY: 7

By the end of this unit, students will be able to do/know:

Knowledge	Skills
<ul style="list-style-type: none"> • Understand the tactical attacking advantage in playing a miss pass, switch and loop • Be able to verbally describe and identify a Maul • Be able to articulate how to isolate a defender and create a 3 v 2 • Know when a Scrum will be called within a Match 	<ul style="list-style-type: none"> • Be able to perform a Spin Pass within a structured drill and a Match environment • Be able to perform a Miss Pass, Switch & Loop within a structured drill and a Match environment • Be able to set up and engage within a Maul in both attack and defence • Be able to perform a 3 v 2 as a ball carrier and support runner • Be able to perform a 2 man Scrum

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Value of team work, fair play, listening to others, respect of officials and decisions.

Literacy/Reading/Numeracy	Careers
Pupils able to use numeracy throughout by scoring when in a competitive environment.	Professional athlete, Journalist, Media, Sports Agent

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 8

TERM: Spring

TITLE OF UNIT: Swimming

(LESSONS)WEEKLY: 6-7

By the end of this unit, students will be able to do/know:

Knowledge	Skills
<ul style="list-style-type: none"> •Tumble Turns •Bilateral Breathing 	<ul style="list-style-type: none"> •Breaststroke leg action •Breaststroke arm action •Tumble Turns •Butterfly leg action •Butterfly arm action

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Being able to keep time and follow a clock. Understanding of pacing	Referee, Starter, Timekeeper, Coach, Athlete, Lifeguard, First aid

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete these skills and drills in isolated practice and then as a full stroke. This will allow them to demonstrate the skills and knowledge learnt during the unit.

Scheme of Learning

Physical Education

YEAR 8

Autumn and Spring Term

Rugby Union

7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Understand the tactical attacking advantage in playing a miss pass, switch and loop • Be able to verbally describe and identify a Maul • Be able to articulate how to isolate a defender and create a 3 v 2 • Know when a Scrum will be called within a Match 	<ul style="list-style-type: none"> • Be able to perform a Spin Pass within a structured drill and a Match environment • Be able to perform a Miss Pass, Switch & Loop within a structured drill and a Match environment • Be able to set up and engage within a Maul in both attack and defence • Be able to perform a 3 v 2 as a ball carrier and support runner • Be able to perform a 2 man Scrum

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Value of team work, fair play, listening to others, respect of officials and decisions.

Literacy/Reading/Numeracy	Careers
Pupils able to use numeracy throughout by scoring when in a competitive environment.	Professional athlete, Journalist, Media, Sports Agent

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.

Scheme of Learning

Physical Education

Year 8

Autumn and Spring

Swimming

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none">•Tumble Turns•Bilateral Breathing	<ul style="list-style-type: none">•Breaststroke arm action•Tumble Turns•Butterfly leg action•Butterfly arm action

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Being able to keep time and follow a clock. Understanding of pacing	Referee, Starter, Timekeeper, Coach, Athlete, Lifeguard, First aid

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete these skills and drills in isolated practice and then as a full stroke. This will allow them to demonstrate the skills and knowledge learnt during the unit.



Scheme of Learning

Subject: Physical Education

Year: 8

Term: Summer

TITLE OF UNIT: Athletics

LENGTH(WEEKS): 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Basic Track Events •Basic Field Events 	<ul style="list-style-type: none"> •Low Sprint Start position •Push Throw •Pull Throws •Long Jump

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Leadership and taking responsibility of own actions

Literacy/Reading/Numeracy	Careers
Measuring Distances Timing Recording Times	Coaching Athletics Officiating in Athletics Management of Teams and Individuals

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Competitive Environment as well as their understanding of the rules of the events.

Scheme of Learning

Subject: Physical Education

Year Group: 8

Term: Spring and Summer

TITLE OF UNIT: Cricket

LENGTH(WEEKS): 5-6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Know the basic rules of Cricket • Understand what, how and why a Batsmen would play a Cover Drive is • Know the coaching points of a Static Bowl • Know how and when a Fielder should perform a Long Barrier 	<ul style="list-style-type: none"> • Be able to Field a long cricket shot using an Overarm throw • Be able to perform a Long Barrier when fielding a ball hit along the floor • Be able to grip and play a Cover drive as a batsmen • Be able to perform the roles of a Batsmen and Fielder within an adapted game of Cricket

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Value of team work, fair play, listening to others, respect of officials and decisions.

Literacy/Reading/Numeracy	Careers
Pupils able to use numeracy throughout by scoring when in a competitive environment.	Professional athlete, Journalist, Media, Sports Agent

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.

Scheme of Learning

Year Group: 8



Term: Spring and Summer

TITLE OF UNIT: Rounders

LENGTH(WEEKS): 6

By the end of this unit, students will be able to do/know:

Knowledge	Skills
<ul style="list-style-type: none"> • Bat Grip • Rules of batting • Rules of bowling • Positions • Scoring 	<ul style="list-style-type: none"> • Short distance throwing • Short distance catching • Long barrier • Forehand batting • Fast and slow bowling • Backstop position

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score (how to write it in short hand) during a game.	Understanding of different roles in rounders and possible career opportunities such as official, coach, analyst and reporter.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.

Scheme of Learning

Subject: Physical Education

Year Group: 8

Term: Spring and Summer

TITLE OF UNIT: Tennis

LENGTH(WEEKS): 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Correct grip of a Tennis Racket •Basic rules of the game •Markings on the court 	<ul style="list-style-type: none"> •Grip •Under Arm Serve •Forehand groundstroke •Forehand volley

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict Leadership – Lead by example

Literacy/Reading/Numeracy	Careers
Counting Scores Scoring systems	Understanding of different roles in Tennis and possible career opportunities Coaching Tennis Officiating in Tennis Management of Teams and Individuals

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Year 9

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring Term

TITLE OF UNIT: Basketball

LENGTH(WEEKS): 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Zonal marking • Positions • Officiating • Tactics 	<ul style="list-style-type: none"> • Blocking • Pressing

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and being able to accurately record this in a score book. Knowing the key phrases and how to address players and the score table during a match.	Understanding of different roles in basketball and possible career opportunities such as official, coach, analyst and reporter.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and taking on the roles of officials.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring Term

TITLE OF UNIT: Fitness

LENGTH(WEEKS): 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Flexibility •Strength •Power •Reaction time •Aerobic and anaerobic systems 	<ul style="list-style-type: none"> •Weight training •Plyometric training •1 rep max

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Enjoy learning about oneself Reflect on own performance Support others to improve performance

Literacy/Reading/Numeracy	Careers
Reading tables of normative data to calculate levels of fitness. Calculating heart rate and maximum heart rate, calculating percentage of maximum heart rate being worked at.	Personal trainer, fitness instructor, leisure centre management, coaching and performance analyst

How will this topic be assessed?
This topic will be assessed during standardised fitness testing. Students will also create and carry out a training session that allows them to demonstrate an understanding of the key skills and knowledge learnt during the unit of work.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring Term

TITLE OF UNIT: Football

LENGTH(WEEKS): 6-7

By the end of this unit, students will be able to know/do:

<ul style="list-style-type: none"> •Knowledge •Officiating •Attacking Set Pieces •Use of Tactics 	<ul style="list-style-type: none"> •Skills •Crossing •Set Pieces •Volleying •Pressing •Goalkeeping
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Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Football and possible career opportunities such as official, reporter, analyst or coach.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring Term

TITLE OF UNIT: Gymnastics

LENGTH(WEEKS): 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Supporting and spotting • Fitness requirements for gymnastics 	<ul style="list-style-type: none"> • Advanced vaulting • Handsprings • Headsprings • Introduction to somersaults

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Use imagination and creativity Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Using resource cards to understand how to perform skills and the key teaching points Providing written feedback to other groups Able to communicate – talking and listening Counting and timing (balances/stretches/moves in a routine) Cross curricular links – symmetry/asymmetry	Coaching and judging qualifications and the opportunity to work at competitions. Crossover to a number of other sports and disciplines within gymnastics.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will create and perform a routine, allowing them to demonstrate the skills and knowledge learnt during the unit. Students will also demonstrate their application of skills in isolated practices.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring Term

TITLE OF UNIT: Handball

LENGTH(WEEKS): 6-8

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none">•Attacking tactics•Defensive strategies••	<ul style="list-style-type: none">• Hip Shot• Blocking• Tackling• Goalkeeping

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Handball and possible career opportunities

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring Term

TITLE OF UNIT: Netball

LENGTH(WEEKS): 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Umpiring •Understanding the position specific roles during a game 	<ul style="list-style-type: none"> •Turning in and out away from defenders •Driving to the Circle Edge •Switching from Man to Man to Zonal defence •Umpiring a Full Match

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and being able to work out who has the first centre pass during each quarter. Knowing the key phrases and how to address players during a match.	Understanding of different roles in netball and possible career opportunities such as coaching and umpiring.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games and full court games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring Term

TITLE OF UNIT: Rugby

LENGTH(WEEKS): 7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Be able to describe how to perform a Jackle and what the referring decision will be once performed correctly •Understand how to attack the ball within a breakdown •Know when and why a Lineout will be performed •Be able to explain the tactical advantages of performing a Blitz and Drift Defence 	<ul style="list-style-type: none"> •Be able to perform a Jackle within a structured drill and a Match environment •Be able to perform a Counter Ruck within a structured drill and a Match environment •Be able to perform a 3 Man Lineout within a structured drill and a Match environment •Be able to organise and perform within a Blitz and Drift defence within a structured drill and a Match environment

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Value of team work, fair play, listening to others, respect of officials and decisions.

Literacy/Reading/Numeracy	Careers
Pupils able to use numeracy throughout by scoring when in a competitive environment.	Professional athlete, Journalist, Media, Sports Agent

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring Term

TITLE OF UNIT: Swimming

LENGTH(WEEKS): 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
• Know how to Recognise the four types of casualties within the water	• Life saving stroke • Reach, Throw Wade & Tow Rescue • Treading Water • Surface Dive • Straddle Entry • Kick Back • Huddle & HELP • Deep Water Collection

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Being able to keep time and follow a clock. Basic understanding of splits and how they impact on the overall time in a race.	Referee, Starter, Timekeeper, Coach, Athlete, Lifeguard, First aid

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete these skills and drills in isolated practice and then as a full stroke. This will allow them to demonstrate the skills and knowledge learnt during the unit.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring Term

TITLE OF UNIT: Badminton

LENGTH(WEEKS): 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Doubles positioning •Doubles tactics <ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> •Net shots •Drops shots •Smash

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict Honesty and sportsmanship

Literacy/Reading/Numeracy	Careers
Understanding of the scoring system and where to stand on court in doubles based on odd and even score	Umpire, judge, coach, athlete

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Competitive matches will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring

TITLE OF UNIT: Basketball

LENGTH(WEEKS): 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Zonal marking • Positions • Officiating • Tactics 	<ul style="list-style-type: none"> • Blocking • Pressing

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and being able to accurately record this in a score book. Knowing the key phrases and how to address players and the score table during a match.	Understanding of different roles in basketball and possible career opportunities such as official, coach, analyst and reporter.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and taking on the roles of officials.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring

TITLE OF UNIT: Fitness

LENGTH(WEEKS): 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Flexibility •Strength •Power •Reaction time •Aerobic and anaerobic systems 	<ul style="list-style-type: none"> •Weight training •Plyometric training •1 rep max <ul style="list-style-type: none"> ○

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Enjoy learning about oneself Reflect on own performance Support others to improve performance

Literacy/Reading/Numeracy	Careers
Reading tables of normative data to calculate levels of fitness. Calculating heart rate and maximum heart rate, calculating percentage of maximum heart rate being worked at.	Personal trainer, fitness instructor, leisure centre management, coaching and performance analysis

How will this topic be assessed?
This topic will be assessed during standardised fitness testing. Students will also create and carry out a training session that allows them to demonstrate an understanding of the key skills and knowledge learnt during the unit of work.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring

TITLE OF UNIT: Football

(LENGTH)WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Officiating •Attacking Set Pieces •Use of Tactics 	<ul style="list-style-type: none"> •Crossing •Set Pieces •Volleying •Pressing •Goalkeeping

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Football and possible career opportunities such as official, reporter, analyst or coach.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

Autumn and Spring Term

TITLE OF UNIT: Gymnastics

LENGTH(WEEKS): 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Supporting and spotting •Fitness requirements for gymnastics 	<ul style="list-style-type: none"> •Advanced vaulting •Handsprings •Headsprings •Introduction to somersaults

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Use imagination and creativity Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Using resource cards to understand how to perform skills and the key teaching points Providing written feedback to other groups Able to communicate – talking and listening Counting and timing (balances/stretches/moves in a routine) Cross curricular links – symmetry/asymmetry	Coaching and judging qualifications and the opportunity to work at competitions. Crossover to a number of other sports and disciplines within gymnastics.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will create and perform a routine, allowing them to demonstrate the skills and knowledge learnt during the unit. Students will also demonstrate their application of skills in isolated practices

Scheme of Learning

SUBJECT: Physical Education
YEAR GROUP: 9
TERM: Autumn & Spring Term
TITLE OF UNIT: Handball
(LENGTH)WEEKS: 6-8

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Attacking tactics •Defensive strategies 	<ul style="list-style-type: none"> • Hip Shot • Blocking • Tackling • Goalkeeping

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Handball and possible career opportunities

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring

TITLE OF UNIT: Netball

(LENGTH)WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Umpiring •Understanding the position specific roles during a game 	<ul style="list-style-type: none"> •Turning in and out away from defenders •Driving to the Circle Edge •Switching from Man to Man to Zonal defence •Umpiring a Full Match

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and being able to work out who has the first centre pass during each quarter. Knowing the key phrases and how to address players during a match.	Understanding of different roles in netball and possible career opportunities such as coaching and umpiring.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games and full court games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring

TITLE OF UNIT: Rugby

(LENGTH)WEEKS: 7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Be able to describe how to perform a tackle and what the referring decision will be once performed correctly •Understand how to attack the ball within a breakdown •Know when and why a Lineout will be performed •Be able to explain the tactical advantages of performing a Blitz and Drift Defence 	<ul style="list-style-type: none"> •Be able to perform a tackle within a structured drill and a Match environment •Be able to perform a Counter Ruck within a structured drill and a Match environment •Be able to perform a 3 Man Lineout within a structured drill and a Match environment •Be able to organise and perform within a Blitz and Drift defence within a structured drill and a Match environment

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Value of team work, fair play, listening to others, respect of officials and decisions.

Literacy/Reading/Numeracy	Careers
Pupils able to use numeracy throughout by scoring when in a competitive environment.	Professional athlete, Journalist, Media, Sports Agent

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.

Scheme of Learning

SUBJECT: Physical Education

YEAR GROUP: 9

TERM: Autumn and Spring

TITLE OF UNIT: Swimming

(LENGTH)WEEKS: 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Know how to Recognise the four types of casualties within the water 	<ul style="list-style-type: none"> • Life saving stroke • Reach, Throw Wade & Tow Rescue • Treading Water • Surface Dive • Straddle Entry • Kick Back • Huddle & HELP • Deep Water Collection

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Being able to keep time and follow a clock. Basic understanding of splits and how they impact on the overall time in a race.	Referee, Starter, Timekeeper, Coach, Athlete, Lifeguard, First aid

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete these skills and drills in isolated practice and then as a full stroke. This will allow them to demonstrate the skills and knowledge learnt during the unit.

Scheme of Learning

Subject: Physical Education

Year: 9

Term: Summer

TITLE OF UNIT: Athletics

LENGTH(WEEKS): 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none">•Basic Track Events•Basic Field Events	<ul style="list-style-type: none">•Low Sprint Start position•Push Throw•Pull Throws•Long Jump

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Leadership and taking responsibility of own actions

Literacy/Reading/Numeracy	Careers
Measuring Distances Timing Recording Times	Coaching Athletics Officiating in Athletics Management of Teams and Individuals

How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Competitive Environment as well as their understanding of the rules of the events.

Scheme of Learning

Subject: Physical Education

Year Group: 9

Term: Spring and Summer

TITLE OF UNIT: Cricket

LENGTH(WEEKS): 5-6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Know the basic rules of Cricket • Understand what, how and why a Batsmen would play a Cover Drive is • Know the coaching points of a Static Bowl • Know how and when a Fielder should perform a Long Barrier 	<ul style="list-style-type: none"> • Be able to Field a long cricket shot using an Overarm throw • Be able to perform a Long Barrier when fielding a ball hit along the floor • Be able to grip and play a Cover drive as a batsmen • Be able to perform the roles of a Batsmen and Fielder within an adapted game of Cricket

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Value of team work, fair play, listening to others, respect of officials and decisions.

Literacy/Reading/Numeracy	Careers
Pupils able to use numeracy throughout by scoring when in a competitive environment.	Professional athlete, Journalist, Media, Sports Agent

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.

Scheme of Learning

Subject: Physical Education

Year Group: 9

Term: Spring and Summer

TITLE OF UNIT: Rounders

LENGTH(WEEKS): 6

By the end of this unit, students will be able to do/know:

•Knowledge	•Skills
<ul style="list-style-type: none"> •Bat Grip •Rules of batting •Rules of bowling •Positions •Scoring 	<ul style="list-style-type: none"> •Short distance throwing •Short distance catching •Long barrier •Forehand batting •Fast and slow bowling •Backstop position

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score (how to write it in short hand) during a game.	Understanding of different roles in rounders and possible career opportunities such as official, coach, analyst and reporter.

How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.



Scheme of Learning

Subject: Physical Education

Year Group: 9

Term: Spring and Summer

TITLE OF UNIT: Tennis

LENGTH(WEEKS): 6-7

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Correct grip of a Tennis Racket •Basic rules of the game •Markings on the court 	<ul style="list-style-type: none"> •Grip •Under Arm Serve •Forehand groundstroke •Forehand volley

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict Leadership – Lead by example

Literacy/Reading/Numeracy	Careers
Counting Scores Scoring systems	Understanding of different roles in Tennis and possible career opportunities Coaching Tennis Officiating in Tennis Management of Teams and Individuals

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

PE Feedback Statement

Key Stage Three	
<p>In Lesson: verbal, visual and peer feedback.</p> <p>End of Sporting Rotation: grade given based on teacher notes in mark book taken across all lessons with verbal justification given to student.</p>	
Key Stage Four	
GCSE	Tech Award
<p>Written Feedback on End of Topic Exam Assessments – given approx. every 6 weeks</p> <p>Written Feedback for Mock Exams, with exam grade & Specification Topic breakdown through Excel Document.</p> <p>Written feedback for Written NEA coursework and marks awarded.</p> <p>Levels and Marks awarded for Sporting grades with verbal justification.</p>	<p>Written Feedback on End of Topic Exam Assessments – given approx. every 6 weeks when delivering Component 3.</p> <p>Verbal feedback given on typed coursework through voice notes.</p> <p>Verbal and Visual Feedback given for practical elements.</p>
Key Stage Five	
A-Level	BTEC
<p>Written Feedback on End of Topic Exam Assessments – given approx. every 6 weeks</p> <p>Written Feedback for Mock Exams, with exam grade & Spec Topic breakdown through Excel Document.</p> <p>Written and Verbal for Long Mark Questions set for HW.</p> <p>Written feedback for Written NEA coursework and marks awarded.</p> <p>Levels and Marks awarded for Sporting grades with verbal justification.</p>	<p>Written Feedback on End of Topic Exam Assessments – given approx. every 6 weeks for when delivering Unit 1 and 2.</p> <p>Verbal feedback given on typed coursework through voice notes.</p> <p>Verbal and Visual Feedback given for practical elements.</p> <p>Written and Verbal for Long Mark Questions set for HW.</p>