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Year 7

In the table below, the different sports that will be taught to year 7 throughout the academic year are listed. Alongside each sport, the knowledge and skills that will be taught have also been listed, as well as information about the assessment.

Sports/Activity	Knowledge and Skills Being Taught	Assessment
Rugby	**Passing -** Students will be able to run forward in a straight line and pass sideways/backwards to teammate, 3-5 yards away, unopposed. **Passing -** Students will be able to get passed a passive defender, using passing, in a 2-on-1 situation. **Tackling –** Student will be able to perform a technically correct and safe side tackle on a static opponent. **Tackling –** Students will be to perform a technically correct and safe side/front on tackle, on a moving opponent. **Breakdown –** Students will be able to be part of an effective and safe ruck, in isolation. **Breakdown –** Students will be able to be part of a 'live' ruck in a somewhat competitive situation. **(Girls will take part in tag)**	**Full Context -** Students will be able to adhere to the basic laws (legal tackling, offside, rucking) of a game, with a high level of guidance and commentary from the teacher.
Netball	**Passing -** Students will be able to perform the three key passes successfully in a non-competitive situation and begin to select the appropriate pass in competitive situation. **Footwork -** Students will be able to perform a 2-2 landing and 1-2 landing. They should also understand the footwork rule and the consequence if this is broken. **Defending -** Students will be able to show that they can perform stage 1 of defending (player) and stage 2 (ball). They should understand the consequence if they cause contact or obstruction. **Shooting -** Students will know the correct location for shooting and the positions that are allowed to shoot. They will show an effective shooting action and placement suitable for them. **Movement -** Students will know how to dodge to gain advantage over an opponent to receive the ball. **Basic Positions -** Students will know where each position is allowed on a netball court.	**Full Context -** Students will be able to adhere to the basic rules of a game, with some guidance and commentary from the teacher.
Dance	**Body Actions –** Students to be able to link the body actions together to begin to create a routine to a song of the teachers choice. **Motifs –** Students should be able to recall the 5 body actions to create a motif linking to the theme of a secret agent.	**Final Choreography -** Students are expected to finalise their routine and each group to perform to the class.

	Canon and Unison – Students should be able to include an example of canon and unison as part of their secret agent routine. When performing other students should be able to identify these. **Levels –** Students should continue to develop, adapt and extend their routine from previous lessons by introducing a variety of levels to their choreography. **Formations –** Students should be able to adapt their routine to show a variety of formations to make it more aesthetically pleasing for the audience. **Group Choreography -** Students should work together and adapt and create a routine using ideas and chorography they have created from previous lessons to create a final routine. Students need to make sure that they have all the elements that have learnt from previous lessons.	
Gymnastics	**Aesthetics and Rotation -** Students will be able to look aesthetically pleasing when performing basic rotations and travels. **Rotations -** Students will be able to perform a range of rotation and travels whilst looking aesthetically pleasing. **Individual Balances -** Students will be able to demonstrate individual balances whilst looking aesthetically pleasing. **Paired Balances -** Students will be able to perform paired balances using counter balance and counter tension. **Group Balances -** Students will be able to perform group balances whilst looking aesthetically pleasing. **Apparatus Routine -** Students will be able to perform a basic routine using 1 or 2 pieces of apparatus.	**Routine -** Students will be able to adapt and extend their routine using a range of apparatus.
Badminton	**Court Set Up/Grip -** Students will be able to put out the net and take it down correctly. They will be able to hold the racket with the correct grip and begin to develop their coordination so that they can hit the shuttle more consistently. **Serving -** Students will learn the basic rules of service and then be able to perform a backhand low service over the net with relative success. Students will begin to use a backhand grip. Students will be able to recall the rules of service and begin to understand half court singles markings. **Clear -** Students will be able to perform an overhead clear with increasing accuracy and power. They will be introduced as to how to score points **Net Shots -** Students will be able to perform a net shot with relative success. They will begin to understand that the net shot is used when the opponent returns the shuttle close to the net. They will know that they can	**Full Context -** Students will continue to develop upon their tournament experience from last lesson to outwit their opponent. They should be able to recall service rules and the ability to score a game with accuracy. The will be able to understand tactical awareness and be able to demonstrate a variety of shots to

	use the net shot to either to win the point, or to force their opponent to lift the shuttle up to possibly set them up for a winner. **Basic Tactics -** Students will begin to show strategic and tactical play during a rally by moving the opposition around the court. They will begin to understand the reason about why they need to keep the racket up and stay on their toes. They will begin to keep a score of their own games. **Scoring -** Students will play in a mini group tournament where they will recall and apply their knowledge from past lessons. They need to show how to tactically play against their opponent by using a range of net and clear shots to move their opponent about the court. They will record their score in a tournament sheet and then independently add up their points.	move the opponent about the court.
OAA	**Team Building/Problem Solving -** Students will begin to understand the process of success by learning through experience. They will begin to understand that the key to success is to evaluate their performance/progress and identify how they can improve upon what they have already achieved. They will begin to think of solutions to problems and may have the confidence to share their ideas with others. Students should be able to identify situations that they have been in that required a form of problem solving. **Team Building/Trust -** Students will develop their knowledge of what is expected of them if they are to be trusted by others. They will recognise that everyone has different levels of confidence and some people may require more encouragement and or guidance for them to feel confident. They will recognise environmental and situational hazards and manage the risk they present to others. Students will develop their communication skills and their ability to explain how to direct a person in a clear and safe manner. **Team Building/Leadership -** Students will work together on various team building challenges to develop working cooperatively together. They will begin to recognise the importance of clear leadership in relation to the understanding of what they have to do. They will take on leadership roles and may not necessary be successful, but they may recognise their limitations and understand what they have to do to improve when being in a leadership role. Students will develop their evaluation skills and critical thinking. **Orienteering -** Students will begin to recognise basic map features from the legend/key and be able to orientate the map according to the school surroundings. The will plan a strategy as a team to set the cones out in an efficient way according to the strengths of their team. They will evaluate their success and suggest ways of improving their teamwork. **Orienteering -** Students will use their reflection of last lessons experience to improve and develop upon their strategy to work as a team. Students will recognise the value of the role that they are to play within their team that will contribute to their overall success. Students will continue to develop their knowledge of map	**Continuous Assessment -** Students are assessed on a lesson by lesson basis

	reading skills and also be actively engaged to place cones and retrieve letters. Students will evaluate their groups teamwork and identify the importance of their individual contribution. **Orienteering -** Students will develop their confidence in the ability to use the legend/key to interpret the map and gain a greater knowledge of the relationship between a map and the physical surroundings it represents. They will develop their ability to orientate the map in relation to their physical surroundings. Students will work as team to successfully locate hidden control markers. **Orienteering -** Students will recall their experience on control point orienteering and use this information to develop their strategy to complete the task as efficiently as possible. They will plan a strategy that will take into consideration physical and mental abilities of members of the team. They will evaluate their personal value and contribution to the success of the team as a whole.	
Hockey	**Dribbling and Basic Ball Control -** Students will be able to dribble in different directions with the ball outside their right foot showing good close control, correct grip & stance. Students can stop/trap the ball quickly, keeping it under control individually and with a partner. **Dribbling (Reverse Stick) -** Students will explore the use of the reverse stick and Indian dribble, some will attempt to use this in their play. **Passing (Push Pass) -** Students will be able to perform a correct push and sweep pass over a range of distances in non-competitive & competitive situations. **Tackling (Block) -** Students will be able to perform a correct block tackle in non-competitive & competitive situations. Student will be aware of the rule governing an incorrect tackle. **Tackling (Jab) -** Students will be able to perform a correct jab tackle in non-competitive & competitive situations. Student will be aware of the rule governing an incorrect tackle. **Passing (Sweep) -** Students will be able to perform the sweep pass/hit and understand when it can be used during play.	**Mini-Games -** Students will be able to adhere to the basic laws (no feet, stick tackle, 2v1) of a game, with a high level of guidance and commentary from the teacher.
Basketball	**Dribbling -** Students will understand the rules associated with dribbling and apply these to their own dribble. They should show and control of the ball and be able to shield it from defenders **Passing -** Students will recognise a range of passes that can be used to suit a variety of situations. They will look to develop the range of passes they are able to perform. **Shooting -** Students will recognise the correct technique for a set-shot and where to aim their shot. They will learn to shoot the ball in isolation progressing to under pressure. **Lay-Up -** Students will be able to understand the steps towards completing the lay-up and some may be able to perform the full technique in isolation.	**Full Context -** Students to show that they are able to start applying the skills and tactics they have learnt to a full game situation.

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	Defence - Students will understand the importance of taking individual responsibility in a team defensive system. **Conditioned Games -** Students adapt to a variety of conditions aimed at highlighting different aspects of play.	
Handball	**Passing and Receiving –** Students will be able to perform a basic shoulder pass over a short distance. They will also be able to consistently receive the ball. **Moving with the Ball –** Students will gain a basic understanding of the steps and dribble sequence. They will be able to move with the ball effectively with very little opposition. **Moving with the Ball –** Students will develop moving with the ball with a 'live' defender. They will be able to maintain possession while under pressure from a defender. **Shooting –** Students will be able to perform a basic shoulder shot with some power and little opposition. **Defending –** Students will be able to defend an attacking player in open play and block shots with some success. **Gameplay –** Students will have a basic understanding of the 'end-to-end' nature of handball and will be able to contribute to a game somewhat.	**Full Context –** Students will play in a full context game where they will look to demonstrate the skills learnt throughout the unit as effectively as possibly.
Fitness	**Fitness Tests -** Students will be able to take part in the multi stage fitness test to the best of their ability. **Circuit Training -** Students will be able to complete a circuit that focuses on what a warm up consists of. **Circuit Training -** Students will be able to take part in a circuit that works on different components of fitness. Students will be able to take part in a circuit that works on different components of fitness. **Interval Training –** Students will be able to complete interval training effectively. **Interval Training –** Students will be able to demonstrate a variety of high intensity exercises. **Continuous Training -** Students will be able to complete at least 2 laps of the field during cross country. **Fartlek Training -** Students will be able to complete 4 laps of the rugby pitch during a fartlek training session.	**Continued Assessment –** Students effort levels and technical ability will be assessed throughout the unit of work.
Football	**Dribbling -** Students will be able to keep the ball close to their feet and in control when moving. **Passing -** Students will be able to pass the ball with accuracy across a small distance of 5-10 metres using the correct technique. **Passing -** Students will be able to demonstrate the correct technique when passing over a longer distance of 10-20 metres.	**Full Context -** Students will be able to demonstrate the skills learnt through the unit of work within small sided games with teacher guidance.

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	Shooting - Students will be able to use the correct technique to accurately shoot the ball toward goal from a small distance. **Defence –** Students will be able to complete the correct technique when tackling to win the ball safely. **Space -** Students will be able to recognise and move into space off the ball in a controlled situation.	
Rounders	**Throwing and Catching -** Students will be able to accurately replicate a basic throwing & catching technique used in isolated practices. They will play a conditioned game in which they understand and apply basic tactics and begin to think about outwitting opponents with the placement of the ball. **Ground Fielding -** Students will be able to develop their fielding techniques so that they can field the ball correctly from different directions. Students will become familiar with a basic game of rounders. **Bowling -** Students will be able to transfer their underarm throwing technique into a 'legal' bowling technique. Students will play a conditioned game understanding the rules & tactics used. **Batting –** Students will be able to perform the correct batting technique. Some will show accurate timing in order to hit the ball. **Positioning –** Students will be able to make accurate decisions regarding where to field the ball. When batting they will also start to attempt to hit the ball to spaces to increase scoring opportunities. **Tactical Fielding -** Through game play students will be able to demonstrate a range of skills & techniques when fielding and batting. They will make decisions which could influence play.	**Full Context -** Through game play students will be able to demonstrate a range of skills & techniques when fielding and batting. They will make decisions which could influence play.
Athletics	**High Jump -** Pupils to know their take off leg and they have to take off on one leg. Should discover the most effective way of getting over the bar for their ability (Fosbury or scissors). **Sprints -** Pupils should know and be able to perform a 'sprint start'. They should know the distance of the track (400m) and identify the start and finish location for the 100m/200m. **Middle Distance -** Pupils should know the importance of 'pacing' and be able to complete a 600m without stopping. **Shot -** Pupils should know the importance of safety when walking and throwing. Should know when to throw and collect equipment. Non-throwing pupils should be in the 'safety zone'. Should push the shot not throw **Javelin -** Pupils should know the importance of safety when walking and throwing. Should know when to throw and collect equipment. Non-throwing pupils should be in the 'safety zone'. Should know that the javelin lands nose first.	**Continued Assessment –** Students effort levels and technical ability will be assessed throughout the unit of work.

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	Long Jump - Should be able to take off on one foot and land on two feet. Take off should be on the board and that the jump is measured from the closest mark to the board. **Relay -** Pupils to understand hand placement when changing over. The importance of a moving when changing over the relay baton	
Cricket	**Throwing and Catching -** Students will be able to throw and catch over a small distance of 10 metres. **Ground Fielding -** Students will be able to demonstrate the long barrier in an isolated situation. **Bowling -** Students will be able to perform the correct bowling technique over a small distance. **Batting -** Students will be able to perform the front foot straight drive in isolation. **Positioning -** Students will be able to position themselves correctly in an isolated situation.	**Full Context -** Students will be able to perform the skills learnt in the unit in a type of full context game.

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Year 8

In the table below, the different sports that will be taught to year 8 throughout the academic year are listed. Alongside each sport, the knowledge and skills that will be taught have also been listed, as well as information about the assessment.

Sports/Activity	Knowledge and Skills Being Taught	Assessment
Rugby	**Passing –** Students will be able to get passed a live defender, using passing, in a 2-on-1 situation. **Tackling –** Students will be to perform a technically correct and safe side/front on tackle, on a moving opponent. **Tackling –** Students will be to perform a technically correct and safe tackle in an open situation. **Breakdown –** Students will be able to be part of an effective and safe semi-opposed ruck. **Breakdown –** Students will be able to be part of a 'live' ruck in a competitive situation. **Scrummaging –** Students will be able to be part of a safe and legal, 5 person, uncontested scrum. **(Girls will take part in tag)**	**Full Context -** Students will be able to adhere to the basic laws (legal tackling, offside, rucking, scrummaging) of a game, with some guidance and commentary from the teacher.
Netball	**Positions -** Students should be able name the playing positions and know at least 3 playing areas of the positions without going off side in a competitive situation. **Passing -** Students will show a greater control and accuracy of passing and catching with speed and power. Should be able to catch the ball from a variety of situations with improved technique and greater consistency. Will select the most appropriate pass in a competitive situation and begin to think about the timing of their pass. **Footwork -** Students will be able to perform a 2-2 landing and 1-2 landing with control in a competitive situation. They should also understand the footwork rule and the consequence if this is broken. **Defence -** Students will attempt to intercept any pass that is sent towards them, by marking the space stage 3. Begin to select the most appropriate defending technique 1/2/3 in a game situation. They should understand the consequence if they cause contact or obstruction. **Shooting -** Students should be able to identify their shooting range, also the importance of starting with the ball above their head. Can introduce the stepping in and back. GA & GS working together and using C & WA to get closer to the post.	**Full Context -** Students will be able to adhere to the basic rules of a game, with some guidance and commentary from the teacher.

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	Movement - Students should not over crowd the ball and think about their positioning on court and timing of their run to help create space to receive the ball. Students should understand why it is important to recognise creating an order of play from the defensive back line through to the attacking third.	
Dance	**Introduction to Dance –** Students to explore how character can be portrayed through dance (bully). **Dynamics –** Show the difference in characters by exploring different dynamics. **Space -** Students should use the use of space to demonstrate each of the characters. Students to help and support one another with ideas if needed. **Duet Work –** Students to work effectively in a due to convey the difference between the characters. **Contact and Lifts -** Students must show trust, respect to one another to be able to perform the lifts correctly and safely. **Choreography Development -** Students should work together and adapt and create a routine using ideas and chorography they have created from previous lessons to create a final routine. Students need to make sure that they have all the elements that have learnt from previous lessons.	**Final Choreography -** Students are expected to finalise their routine and each group to perform to the class.
Gymnastics	**Take Off and Landing from a Springboard -** Students will be able to safely take off and land with the correct technique. **Dive Forward Roll -** Students will be able to perform a safe dive forward roll at different ability levels. **Through Vault -** Students will be able to safely demonstrate a through vault at different ability levels. **Straddle Vault -** Students will be able to safely perform a straddle vault at different ability levels. **Round-Off Vault -** Students will be able to perform a safe round off vault at different ability levels. **Handspring Vault -** Students will be able to perform a safe handspring vault at different ability levels.	**Full Context -** Students will be able to perform a variety of vaults at competition standard.
Badminton	**Recollection and High Serve -** Students will recollect put out the net and take it down correctly. They will recall how to hold the racket with the correct grip and develop their coordination to hit the shuttle consistently. They will begin to model the correct technique to perform the beginnings of high forehand serve. **Clear -** Students will be able to perform an overhead clear with increasing accuracy and power. They will understand how changes in its flight path can be used tactically. **Net Shots -** Students will recall the technique for the net shot. They will begin to perform push and kill shots at the appropriate time. **Drop and Lift -** Students will be able to perform a drop and lift shot with relative success. They will begin to understand that the drop and lift shot is used to outwit their opponent if disguised well. They will increase	**Full Context -** Students will continue to develop their ability to outwit their opponent using a range of shots. They will develop their consistency of their shots in a competitive situation. Students should begin to evaluate the tactics they used against individual opponents and give reasons why depending on their oppositions strengths and weaknesses.

	the accuracy of the drop shot and aim to get it as close to the net as possible. They will improve the power of their lift aiming to get the shuttle as high and as far back as possible. **Smash and Block -** Students will begin to perform the correct technique for the smash and the block with varying success. They will understand the change in positioning to perform each shot, but not necessarily be able to consistently apply it. The may show the beginnings of being able to hit the shuttle down, but may lack power and accuracy. **Tactics -** Students will play in a mini group tournament where they will recall and apply their knowledge from past lessons. They need to show how to tactically play against their opponent by using a range of drop, smash, lift, net and clear shots to outwit their opponents. They will record their score in a tournament sheet and then independently add up their points.	
Volleyball	**Set-** Students will be able to develop their setting techniques so that they can set the ball correctly from different positions on the court. Students will become familiar with a basic game of volleyball. **Dig-** Students will develop their dig technique so they can begin to defend and set up teammates. Students will play a conditioned game understanding the rules & tactics used. **Underarm Serve-** Students will be able to accurately replicate an underarm serve. They will play a conditioned game in which they understand and apply basic tactics and begin to think about outwitting opponents with the placement of the ball. **Spike-** Students will be able to perform the correct spike technique. Some will show accurate timing of shot and begin to develop their outwitting of opponents to win points. **Positioning-** Students will begin to develop a tactical understanding of where they begin points and where to position themselves on court during points. **Tactics-** Through game play students will be able to demonstrate a range of skills & techniques when playing volleyball. They will make decisions which could influence play.	**Continuous Assessment -** Students are assessed on a lesson by lesson basis.
Football	**Dribbling -** Students will be able to keep the ball close to their feet and in control when moving when under some pressure from a semi-active defender. **Passing -** Students will be able to pass the ball with accuracy across a small distance of 5-10 metres using the correct technique whilst under some pressure from a semi-active defender. **Passing -** Students will be able to demonstrate the correct technique when passing over a longer distance.10-20 metres whilst under some pressure from a semi-active defender. **Shooting -** Students will be able to use the correct technique to accurately shoot the ball towards the goal from a small distance with some pressure from a semi-active defender.	**Full Context -** Students will be able to demonstrate the skills that they have learnt in competitive situations.

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	Defence – Students will be able to complete the correct technique when tackling to win the ball safely in a semi competitive situation. **Space –** Students will be able to recognise and effectively make use space whilst in control of the ball in isolation and in semi-competitive situations.	
Basketball	**Dribbling -** Students should be confident to dribble the ball continuously with either hand even when under pressure. **Passing -** Students will begin to consistently apply a range of passes under increasing levels of defensive pressure. **Set Shooting -** Students can understand how to perform the set shot and can shoot from a variety of positions on the court. **Lay-Up -** Students recognise the requirements of the lay-up shot and are able to start putting the components of the shot together. **Zone Defence -** Students to have an understanding of different ways to set up a team defence **Conditioned Games -** Follow on from previous lesson, teams switch between defensive strategy to gain a good understanding of how each works	**Full Context -** Students to show that they are able to start applying the skills and tactics they have learnt to a full game situation.
Handball	**Passing and Receiving –** Students will be able to perform a basic shoulder pass over a medium distance. Students should also be able to receive the ball on the move. **Moving with the Ball –** Students will develop moving with the ball with a 'live' defender. They will be able to maintain possession while under pressure from a defender. **Shooting –** Students will be able to perform a basic jump shot, where they effectively land in the area after releasing the ball in flight. **Zone Defence –** Students will understand the importance of defending as a connected unit. They will be able to defend somewhat effectively. **Attacking –** Students will have an understanding of patience in attack. They will show that they can wait for an opening in the defence before attempting a shot. **Gameplay –** Students will play in a game situation where they can be part of a somewhat effective zonal defence and a patient attack.	**Full Context –** Students will play in a full context game where they will look to demonstrate the skills learnt throughout the unit as effectively as possibly.
Fitness	**Fitness Tests -** Students will be able to take part in physical component fitness tests to the best of their ability.	**Continued Assessment –** Students effort levels and

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	Circuit Training - Students will be able to take part in a challenging circuit that works on different components of fitness. **Circuit Training -** Students will be able to attempt all individual exercise challenges to the best of their ability. **Interval Training -** Students will be able to demonstrate a variety of high intensity exercises. **Interval Training -** Students will be able to take part in a boxercise interval lesson. **Continuous Training -** Students will be able to complete at least 3 laps of the field during cross country. **Fartlek Training -** Students will be able to complete 6 laps of the rugby pitch during a fartlek training session.	technical ability will be assessed throughout the unit of work.
Hockey	**Recap Dribbling and Ball Control -** Students will be able to dribble at varying speeds using an open stick dribble & an 'Indian dribble'. They can dribble the ball effectively to avoid the ball hitting their foot. Students can stop/trap the ball quickly, keeping it under control individually. **Dribbling Around a Defender -** Students will be able to understand the need to dribble confidently towards a defender and move the ball quickly in order to be successful in keeping possession. They will be able to show this mainly in isolated practices. **Passing (2v1) -** Students encouraged to pass ball either square or straight & run diagonal off the ball. Students will understand the need to draw the defender across to an attacker before making a pass **Passing Under Pressure -** Students will be able to keep possession of the ball when in attack by either passing/turning away from defenders. **Defending -** Students will start to make appropriate decisions regarding defending **Shooting -** Students will be able to shoot with some accuracy and power using an appropriate technique in isolation & mini games.	**Full Context -** Students will be able to adhere to the basic laws (no feet, stick tackle, 2v1, 5m retreat after a foul) of a game, with guidance and commentary from the teacher.
Rounders	**Throwing and Catching -** Students will be able to accurately replicate a basic throwing & catching technique used in isolated practices. They will play a conditioned game in which they will make accurate decisions regarding which throw & catch techniques they will use. **Ground Fielding -** Students will be able to develop their fielding techniques so that they can field the ball correctly from different directions with accuracy. Students will develop their knowledge of rounders through a game. **Bowling -** Students will be able to transfer their underarm throwing technique into a 'legal' bowling technique. Students will play a game applying the rules & tactics used.	**Full Context -** Through game play students will be able to demonstrate a range of skills & techniques when fielding and batting. They will show tactical awareness/make decisions which could influence play.

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	Batting - Students will start to consider where fielders are placed and aim to hit the ball into spaces by moving their feet/body in the batting square. **Positioning -** Students will be able to make accurate decisions regarding where to field the ball. When batting they will also start to attempt to hit the ball to spaces to increase scoring opportunities.	
Athletics	**High Jump -** Pupils to know their take-off leg and they have to take off on one leg. Should know the most effective way of getting over the bar for their ability (Fosbury).Also, to maintain speed during their run up and only take-off on one leg consistently. **Sprints -** Pupils should know and be able to perform a 'sprint start'. They should know the distance of the track (400m) and identify the start and finish location for the 100m/200m. They should be able to show good form and a consistent speed. **Middle Distance -** Pupils should know the importance of 'pacing' and be able to complete a 800m without stopping. **Discus -** Pupils should know the importance of safety when walking and throwing. Should know when to throw and collect equipment. Non-throwing pupils should be in the 'safety zone'. **Javelin -** Pupils should know the importance of safety when walking and throwing. Should know when to throw and collect equipment. Non-throwing pupils should be in the 'safety zone'. Should know that the javelin lands nose first. **Long Jump -** Should be able to take off on one foot and land on two feet. Take off should be on the board and that the jump is measured from the closest mark to the board. Should be able to show the hang technique when performing jump. **Relay** - Pupils to understand hand placement when changing over. The importance of a moving when changing over the relay baton and also the rules regarding the change over boxes.	**Continued Assessment –** Students effort levels and technical ability will be assessed throughout the unit of work.
Cricket	**Throwing and Catching -** Students will be able to throw and catch over at least 15 metres. **Ground Fielding -** Students will be able to demonstrate the short barrier in an isolated situation. **Bowling -** Students will be able to perform the correct bowling technique in a semi-competitive situation. **Batting -** Students will be able to perform the front foot straight drive against some type of legal bowl. **Positioning -** Students will be able be effective when in the correct positions against a semi-active batter.	**Full Context -** Students will be able to perform the skills learnt in the unit in a type of full context game.

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Year 9

In the table below, the different sports that will be taught to year 9 throughout the academic year are listed. Alongside each sport, the knowledge and skills that will be taught have also been listed, as well as information about the assessment.

Sports/Activity	Knowledge and Skills Being Taught	Assessment
Rugby	**Passing –** Students will be able to get past a live defender, using passing, in a 2-on-1 situation. **Tackling –** Students will be to perform a technically correct and safe side/front on tackle, on a moving opponent. **Breakdown –** Students will be able to be part of an effective and safe semi-opposed maul. **Breakdown –** Students will be able to be part of a 'live' ruck in a competitive situation. **Scrummaging –** Students will be able to be part of a safe and legal, 8 person, uncontested scrum. **Lineouts –** Students will be able to be part of a safe and legal, uncontested lineout.	**Full Context –** Students will be able to adhere to the basic laws (legal tackling, offside, rucking, scrummaging, lineouts) of a full sided game, with some guidance and commentary from the teacher.
Netball	**Positioning -** Pupils to know all the names and playing locations of the positions. They will recognise when a player is offside and the consequence. **Passing -** Students should be able to perform all passes with power and accuracy. They should also be able to select the correct pass for the situation improving the timing in a game situation. **Footwork -** Students should be able to perform the correct footwork with confidence in a game situation. Some may attempt to perform a running pass. **Defence -** Students should be able to select most effective defending stage to slow their opponent in a game situation. **Shooting -** Students are to recall the technique of shooting and ensure that they always go for a rebound and use other supporting players effectively. **Movement –** Students should space out suitably and have an understanding of entering space late to receive the ball.	**Full Context -** Students to demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The students are to show their understanding of the rules of netball.
Badminton	**Recollection and Flick Serve -** Students will recollect how to put out the net and take it down correctly. They will recall how to hold the racket with the correct grip and develop their coordination to hit the shuttle consistently. They will begin to model the correct technique to perform the beginnings of a flick serve.	**Full Context -** Students will continue to develop their ability to outwit their opponent using a range of shots and doubles tactics. They will develop their consistency

	Doubles Scoring - Students will begin to understand how to score in doubles. They will understand that if they win a point, they will serve. They understand that if they keep winning consecutive points, the server will remain in charge of service and swap boxes. They may begin to understand which box to stand in when they serve or receive. **Clear and Drives -** Students will be able to perform an overhead clear with increasing accuracy and power. They will begin to model the correct technique for the drive shot with increasing consistency, speed and accuracy. They will begin to use it appropriately in modified game of doubles. **Net Shots and Doubles Service -** Students will begin to apply pressure on the service by performing an appropriate net shot in response to the serve. The server will begin to apply pressure to the receiver to force a week reply or lift the shuttle. Students should be able to explain what tactics they should use but not necessarily be able to apply them. **Drop and Smash -** Students will recall how to perform the correct technique for the smash and the drop and apply their technique with varying success. They will understand that both the drop and smash are attacking shots and they need to try and position front and back. They will understand if they have lifted the shot for the opponents to be able to smash or drop, they have to get sides to defend. They should be able to explain that if they lift the shot, they should defend and play sides. They should be able to explain that if the shuttle is lifted to them that they should go front and back to attack. **Doubles Tactics -** Students will play in a mini group tournament where they will recall and apply their tactical knowledge from past lessons. They need to show how to tactically play against their opponents by using a range of appropriate shots for doubles to outwit their opponents to force attacking play. They will record their score in a tournament sheet and independently add up their points. They will evaluate the success of their tactical play and that of their opponents.	of their shots in a competitive situation and the positions they adopt in response to the opposition. Students should evaluate the tactics they used against opponents and give reasons why depending on their opposition's strengths and weaknesses.
Trampolining	**Set Up and Basic Moves -** To be able to set up and put down equipment safely and maintain safety rules at all times. Practice and perform a seat drop, tuck, pike, and straddle. **Basic Move into a Routine -** To recall safety rules and the safe set up/down of equipment. To put the basic moves into a routine. **Swivel Hips -** To be able to perform a swivel hips and incorporate it into a routine. **Front Drop -** To be able to perform a front drop and incorporate it into a routine. **Back Drop -** To be able to perform a back drop and incorporate it into a routine. **Somersault -** To be able to perform a somersault and incorporate it into a routine.	**Full Context -** To be able to perform a 10 bounce routine with the highest level of difficulty that they have mastered.

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Handball	**Passing and Receiving –** Students will be able to perform a shoulder pass with accuracy and power, over varying distances. Students will be able to perform a basic side pass. **Moving with the Ball –** Students will be able to use effective footwork and timing to get around a defender with some consistency. **Shooting –** Students will be able to perform an effective jump shot while under some pressure from a defender. **Zone Defence –** Students will develop their ability in 'crowding' an attacker out when the attacker goes in for a jump shot. **Attacking –** Students will develop a variety of methods of drawing defenders in to create space elsewhere. **Gameplay –** Students will play in a game situation where they will demonstrate their ability to defend as an effective unit, as well being able to manipulate defenders while attacking.	**Full Context –** Students will play in a full context game where they will look to demonstrate the skills learnt throughout the unit as effectively as possibly.
Basketball	**Dribbling -** Ability to dribble with control with either hand and develop skills that will outwit a defender. **Passing -** Select and apply the appropriate pass in a competitive situation and show consistency and control. **Shooting -** Shoot from a range of positions on the court showing increasing levels of consistency. **Lay-Up -** Students will understand how to perform a lay-up and will be able to attempt it in a competitive situation. **Defensive Systems -** Students will have a more in depth understanding of different defensive tactics. **Conditioned Games -** Students will expand their knowledge of rules and tactics in a full court game context.	**Full Context -** Students to show that they are able to start applying the skills and tactics they have learnt to a full game situation.
Fitness	**Fitness Testing -** Students will be able to take part in the multi stage fitness test to the best of their ability. **Circuit Training -** Students will be able to take part in skill related fitness test circuit to the best of their ability. **Circuit Training -** Students will be able to create their own circuit training session. **Interval Training -** Students will be able to design their own interval exercise training session. **Interval Training -** Students will be able to create their own boxercise interval lesson. **Continuous Training -** Students will be able to complete at least 5 laps of the field during cross country.	**Continued Assessment –** Students effort levels and technical ability will be assessed throughout the unit of work.

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	Fartlek Training - Students will be able to complete 8 laps of the rugby pitch during a fartlek training session.	
Football	**Dribbling –** Students will be able to keep the ball in control when moving when under pressure from an active defender. **Passing –** Students will be able to pass the ball with accuracy across a small distance of 5-10 metres using the correct technique whilst under pressure from an active defender. **Passing –** Students will be able to demonstrate the correct technique when passing over a longer distance.10-20 metres whilst under pressure from an active defender. **Shooting –** Students will be able to use the correct technique to accurately shoot the ball towards the goal from a longer distance with power in isolation and a competitive situation. **Defence –** Students will be able to complete the correct technique when tackling and channelling the opposition under pressure from an active attacker. **Space -** Students will be able to recognise and effectively make use of space with or without the ball whilst their team has possession.	**Full Context -** Students will be able to demonstrate the skills that they have learnt in competitive situations.
Table Tennis	**Grip and Basic Rules of Play –** Students will be able to grip the table tennis bat correctly, while having a solid understanding of the basic rules of play. **Serving –** Students will be able to legally serve with some pace and accuracy. **Push –** Students will be able to perform a forehand and backhand push with some consistency and spin. **Drive –** Students will be able to perform a forehand and backhand push with some consistency and power. **Lob –** Students will be able to perform a forehand lob, with height and some accuracy. **Smash –** Students will be able to perform a forehand smash with relative consistency and some power.	**Full Context –** Students will play a variety of competitive games where they will be assessed on how effectively they can select and apply the correct shot.
Hockey	**Dribbling (One Handed) -** Students will be able to dribble at varying speeds using a variety of techniques. They can dribble the ball effectively to avoid the ball hitting their foot showing close control. Students can stop/trap the ball quickly. **Dribbling Against Defender -** Students will be able to show that they can dribble confidently towards a defender and move the ball quickly around them to keep possession in a variety of situations. **Passing (2v1) -** Students encouraged to pass ball either square or straight & run diagonal off the ball. Students will understand the need to draw the defender across to an attacker before making a pass **Passing Under Pressure -** Students will be able to keep possession of the ball when in attack by either passing/turning away from defenders.	**Full Context -** Students will be able to adhere to the basic laws (no feet, stick tackle, 2v1, 5m retreat after a foul) of a game, with guidance and commentary from the teacher.

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	Defending - Students will start to make appropriate decisions regarding defending **Shooting -** Students will be able to shoot with increasing accuracy and power.	
Rounders	**Throwing and Catching -** Students will be able to accurately replicate a basic throwing & catching technique used in both isolated practices & games. They will play a full game in which they will make accurate decisions regarding which throw & catch techniques they will use in order to be a successful fielder. **Ground Fielding -** Students will be able to develop their fielding techniques so that they can field the ball correctly from different directions with accuracy. Students will develop their knowledge of rounders through a game. **Bowling -** Students will be able to vary their bowling technique to restrict scoring opportunities for opposition. **Batting -** Students will start to consider where fielders are placed and aim to hit the ball into spaces by moving their feet/body in the batting square. **Positioning -** Students will be able to make accurate decisions regarding where to field the ball. When batting they will also start to attempt to hit the ball to spaces to increase scoring opportunities.	**Full Context -** Through game play students will be able to demonstrate a range of skills & techniques when fielding and batting. They will show tactical awareness/make decisions which could influence play.
Athletics	**In year 9, students have more of a choice as to which of the athletics disciplines they take part in each lesson.** **Throws -** Pupils should know the importance of safety when walking and throwing. Should know when to throw and collect equipment. Non-throwing pupils should be in the 'safety zone'. Should know specific technical points to the throw taking part in. **Jumps -** Pupils should be confident in their run up and take off. Begin to identify when they need to move their run up forward or back depending on their speed etc. **Sprints -** Pupil should be confident using a sprint start. Have good form whilst moving a maximum speed. **Relay -** Pupils to understand the importance of the acceleration and communication during relay change overs.	**Continued Assessment –** Students effort levels and technical ability will be assessed throughout the unit of work.
Cricket	**Throwing and Catching -** Students will be able to throw and catch over at least 20 metres. **Ground Fielding -** Students will be able to demonstrate the long and short barrier in a competitive situation. **Bowling -** Students will be able to perform the correct bowling technique against a fully active batter.	**Full Context -** Students will be able to perform the skills learnt in the unit in a type of full context game.

	Batting - Students will be able to perform the front and back foot straight drive against a legal bowl. **Positioning -** Students will be able be effective when in the correct positions in different competitive games.	

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Year 10 – GCSE PE

Term	Unit of Work	Knowledge and Skills	Assessment
1	Health, Fitness and Wellbeing	Know what is meant by the term's health, fitness and well-being, understand how a sedentary lifestyle can affect a person's physical, mental and social well-being, and understand how a balanced diet can impact on a sports person performance.	End of Unit Test
2	Components of Fitness Applying Principles of Training Preventing Injury in Sport	Naming the components of fitness, applying the components of fitness, linking components of fitness to fitness tests. SPOR, optimising training, training methods, understanding the importance of a warm up and cool down. How to minimise the chance of injury, knowing how to spot potential hazards in sport.	End of Unit Test End of Unit Test
3	Structure and Function of the Skeletal System	Location of major bones, function of the skeleton, types of synovial joints, types of movement at a hinge and ball and socket joint, other components of joints.	End of Unit Test End of Unit Test
4	Structure and Function of the Muscular System	Location of major muscle groups, the roles of muscle in movement.	End of Unit Test
5	The Cardiovascular and Respiratory Systems	Structure and function of the cardiovascular system, structure and function of the respiratory system, aerobic and anaerobic exercise.	End of Unit Test
6	Effects of Exercise on the Body Systems	Short-term effects of exercise, long-term (training) effects of exercise.	End of Unit Test

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Year 11 – GCSE PE

Term	Unit of Work	Knowledge and Skills	Assessment
1	Coursework- AEP	Students to progress through the AEP part 3 (Analysis and Evaluation)	NEA
2	Ethical and Socio-Cultural Issues in Physical Activity and Sport Commercialisation of Physical Activity and Sport	Be familiar with the different participation trends in sport and to have an understanding of the factors that affect participation. Understand how media, commercialisation and sponsorship influences physical activity and sport.	End of Unit Test End of Unit Test
3	Engagement Patterns of Different Social Groups in Physical Activities and Sport Sports Psychology	Be familiar with the different participation trends in sport and to have an understanding of the factors that affect participation. Be able to classify a variety of skills, understand the importance of setting SMART targets, understand how sports people use mental preparation techniques to manage anxiety and know the different types of guidance and feedback that can be used in sport.	End of Unit Test End of Unit Test
4	Movement Analysis	Lever systems, planes of movement and axes of rotation.	End of Unit Test
5	Revision & Exam Technique	Students to identify areas that need further clarification from the specification and revise these areas. **EXAM**	Past Papers
6		YEAR 11 EXAMS	

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Year 10 – Cambridge National: Sports Studies

Term	Unit of Work	Knowledge and Skills	Assessment
1	R185- Participation & Leadership Topic 1: Key Components of performance Topic 2: Applying practice methods to support and improvement in sporting activity **Sport 1**	1.1. Performance of skills and techniques 1.2. Participating in two sports 1.3 Decision-making during performance 1.4 Your role and contribution to team activities	Submission of assignment.
2	R185- Participation & Leadership Topic 1: Key Components of performance Topic 2: Applying practice methods to support and improvement in sporting activity. **Sport 2**	2.1. Strengths and weaknesses of sports performance. 2.2 Methods to improve performance 2.3 Measuring improvement in performance	Submission of assignment.
3	R185- Participation & Leadership	NEA Completion: 3.1 Organisation of a sports activity session	Submission of assignment.

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	Topic 3: Organising & Planning a sports activity session Topic 4: Leading a session	3.2. Safety considerations when planning a sports activity session. 3.3 Objectives to meet the needs of the group NEA Completion: 4.1. Lead a sports activity session	
4	R185- Participation & Leadership Topic: 5: Review of Leadership	5.1 Review your leadership of a sports activity session	Submission of assignment.
5	R186- Sport & Media Topic: 1 The different sources of media that covers sport	Teaching Content: 1.1. Distinguish between different media sources and how they cover sport. 2.1. The positive relationship between the media and sport 3.1. Negative effects of the media in sport	Submission of assignment.
6	R186- Sport & Media Topic 2: Positive effects of the media in sport	NEA Completion: Set assignment of R186	

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Year 11 – Cambridge National Sport: Sports Studies

Term	Unit of Work	Knowledge and Skills	Assessment
1	R184 Contemporary Issues Topic 1: Issues which affect participation in sport	1.1 User groups 1.2 Possible barriers 1.3 Possible barrier solutions 1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK 1.5 Emerging/new sports in the UK	Unit Test
2	R184 Contemporary Issues Topic : 2: The role of sport in promoting values Topic 3: The implications of hosting a major sporting event for a city or country	2.1 Sport values 2.2 The Olympic and Paralympic movement 2.3 Sporting values initiative and campaigns 2.4 The importance of etiquette AND sporting behaviour 2.5 The use of Performance Enhancing Drugs (PEDs) in sport 3.1 The features of a major sporting event 3.2 Positive and negative pre-event aspects of hosting a major sporting event 3.3 Potential positive and negative aspects of hosting a major sporting event	Unit Test Mock Exam
3	R184 Contemporary Issues Topic: 3 The implications of	3.1 The features of a major sporting event 3.2 Positive and negative pre-event aspects of hosting a major sporting event 3.3 Potential positive and negative aspects of hosting a major sporting event	Unit Test

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	hosting a major sporting event for a city or country Topic 4 : The role National Governing Bodies (NGBs) play in the development of their sport Topic Area 5: The use of technology in sport	4.1 National Governing Bodies (NGBs)	
4	R184 Contemporary Issues Topic 5: The use of technology in sport	5.1 The role of technology in sport 5.2 Positive and negative effects of the use of technology in sport	Unit Test
5	R184 Contemporary Issues Revision of all topics 1-5	Students to identify areas that need further clarification from the specification and revise these areas. **EXAM**	Past Paper
6		Year 11 Exams	

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