### Overall Curriculum Goals - developing the following Big Ideas: Co-ordination and the application of all components of fitness. How to work with aspirations towards a target or goal. How to take on and develop leadership roles and responsibility within sessions. To develop key skills in the sporting areas to be covered as part of the pupil's broader education To progress the students in a more competitive environment with an emphasis on the movement to extra-curricular competition. Key Year Aim - To develop key skills in the sporting areas to be covered as part of the pupil's sporting education. The focus of the year is to create the building blocks of performance in the sporting areas of study outlined below. All activities are delivered on a carousel with groups completing one of the sporting areas in the terms listed below; WC 06/09 WC 13/09 WC 20/09 WC 27/09 WC 04/10 WC 11/10 WC 18/10 WC 01/11 WC 08/11 WC 15/11 WC 22/11 WC 29/11 WC 6/12 WC 13/12 Cross Country Football Football Rugby League 1. Dribbling (Some Control and 5. Tackling (With some Strength and 1. Dribbling (Some Control and . Ball Carrying and Passing (Control in 5. Creation of Defensive Line . Tackling (With some Strength and Timing in 1 vs. 1 situations) he central carry and passing over short Structure (To establish a line endurance and speed. Accuracy in drill conditions) Timing in 1 vs. 1 situations) Accuracy in drill conditions) 6. Heading (Attacking and Defensive context) defensive position) 2. Passing (Sending and Receiving 6. Heading (Attacking and Defensive 2. Passing (Sending and Receiving over 7. Width (Key attacking principle extending game play effectiveness) 2. Pacing. . Tackling Technique (With Safety and 6. Development of decision making 3. Gradient and Terrain technique over short distances) short distances) Control from a grounded position) 3. Play the Ball (With some Speed to n attacking and defensive 3. Creation of Space through 7. Width (Key attacking principle 3. Creation of Space through variation. novement with and without the ball (3 4. Team Racing over extended extending game play effectiveness) Netball Create space in attacking play) 7. Kicking (To be able to kick the distance. 5. Individual race perform (3 vs 1) 8. Demonstration of skill level through 5. Marking (Positioning and defensive principles in 1 vs 1 situations 4. Shooting (Some Power and Accuracy 4. Shooting (Some Power and 4. Knowledge and Understanding of ball with some control in attacking 6. Creation of space through movement off the ball. (2 vs 2) 7. Knowledge and Understanding of application of key rules in game play. from close range) application of key rules in game play. Accuracy from close range) play). ration of skill level Netball through game performance. Netball 5. Marking (Positioning and defensive Netball 1. Passing and handling (Sending and 1. Passing and handling (Sending and principles in 1 vs 1 situations) Receiving over varied distances) 6. Creation of space through m Receiving over varied distances) 5. Spike (Attacking Skills in static drill situations) 2. Footwork (Landing and pivoting in 2. Footwork (Landing and pivoting in off the ball. (2 vs 2) 6. Block (Defensive Skills in static drill situations) tion of skill level through game pe drill situations) 3. Shooting. (BEEF development in 3. Shooting. (BEEF development in application of key rules in game play. 8. Demonstration of skill level through game performance. static drill situations) static drill situations) 8. Demonstration of skill level through 4. Dodging (Development of attacking 4. Dodging (Development of attacking principle in drill situations) principle in drill situations) 5. Smash shot with some power within a drill situation 6. Forehand net shot with some accuracy in drill situations Vollevball 5. Snike (Attacking Skills in static drill Vollevball monstrating a range of skills and understanding in singles gameplay 1 Creation of Time and Space (Key 1 Creation of Time and Space (Key 8. Demonstrating a range of skills and understanding in doubles gameplay Attacking Principle in small sided 6. Block (Defensive Skills in static drill Attacking Principle in small sided conditioned games) situations) conditioned games) . Demonstration of skill level through 5. To be able to serve with some power and accuracy. Control. Height and Accuracy in drill game performance. Height and Accuracy in drill situations) 6. 7. 8. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques 3. Demonstration of skill level through 3. Defensive Volley (Performed with situations) 3. Defensive Volley (Performed with some Control, Height and Accuracy in some Control, Height and Accuracy drill situations) n drill situations) 4. Serve (With some accuracy from an Badminton 4. Serve (With some accuracy from underhand position) 5. Smash shot with some power within an underhand position) a drill situation. 6. Forehand net shot with some **Badminton** Badminton accuracy in drill situations. 1. Grip and flick serve technique with 1. Grip and flick serve technique 7. Demonstrating a range of skills and some control and accuracy. with some control and accuracy. inderstanding in singles gameplay. 2. Forehand low serve with some control and accuracy. 2. Forehand low serve with som 8. Demonstrating a range of skills and inderstanding in doubles gameplay 3. Forehand overhead clear with some control and accuracy. 3. Forehand overhead clear with power in drill situations. some power in drill situations 4. Forehand drop shot with some 4. Forehand drop shot with some control in drill situations 5. To be able to serve with some power control in drill situations and accuracy. 6, 7, 8. To demonstrate the ability to Tennis 1. To be able to develop knowledge of **Tennis** outwit an opponent in a game situation 1. To be able to develop knowledge using the appropriate skills and how to hold the racket and of how to hold the racket and demonstrate accurate hall control 2. To be able to play the forehand with demonstrate accurate ball contro 2. To be able to play the forehand control and accuracy. with control and accuracy. 3. To be able to play the Backhand with 3. To be able to play the Backhand some control and accuracy. with some control and accuracy. 4. To be able to play the Volley with 4. To be able to play the Volley with some control and accuracy. some control and accuracy. Key Vocabulary/Concepts/ideas Shared language of Components of Fitness; Speed, Strength, Aerobic Endurance, Muscular Endurance, Balance, Power, Agility, Co-ordination Shared concepts and ideas of skill development; Attacking, Defending, Sending, Receiving, Pressure, Timing, Creation of Space, Outwitting opponents, Application of technique, Tactical knowledge, Control, Accuracy Shared Assessment conditions; Individual, Team, Condition, Game, Performance, Competitive, Demonstration Tier 2 Key language of assessment: List. Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain WC 04/01 WC 10/01 WC 17/01 WC 24/01 WC 31/01 WC 07/02 WC 14/02 WC 28/02 WC 07/03 WC 14/03 21/03 <u>Football</u> Football Football Football Javelin (Control, Power and Speed – Static position) L. Middle Distance Running (Pacing and 1. Dribbling (Some Control and Accuracy in 5. Tackling (With some Strength and Timing 1. Dribbling (Some Control and Accuracy in 5. Tackling (With some Strength and Timing ic Endurance – Team activity) . High Jump (Power and Height using scissors technique) drill conditions) 2. Passing (Sending and Receiving over short in 1 vs. 1 situations) drill conditions) in 1 vs. 1 situations) 8. Long Jump (Power, Height and Speed using hang technique) 9. Triple Jump (Power, Height and Speed using hop / skip / jump technique) 6. Heading (Attacking and Defensive context) 2. Passing (Sending and Receiving over short 6. Heading (Attacking and Defensive context) . Sprinting (Speed and Power over 60m om a sprint start position) distances) 7. Width (Key attacking principle extending 7. Width (Key attacking principle extending distances 3. Creation of Space through movement with game play effectiveness) 3. Creation of Space through movement with game play effectiveness) weep changeovers) and without the ball (3 vs 1) B. Demonstration of skill level through game and without the ball (3 vs 1) Term 2 1. Shot Putt (Power and Control – Static 4. Shooting (Some Power and Accuracy from performance. 4. Shooting (Some Power and Accuracy from close range) close range) 5. Discus (Power and Control – Static Netball Netball 5. Marking (Positioning and defensive principles in 1 vs 1 situations) Netball 5. Marking (Positioning and defensive 1. Passing and handling (Sending and 1. Passing and handling (Sending and principles in 1 vs 1 situations) Receiving over varied distances) 6. Creation of space through mo Receiving over varied distances) 6. Creation of space through mo 2. Footwork (Landing and pivoting in drill the hall (2 vs 2) 2. Footwork (Landing and pivoting in drill the hall (2 vs 2) 7. Knowledge and Understanding of 7. Knowledge and Understanding of situations) 3. Shooting. (BEEF development in static drill application of key rules in game play. 3. Shooting. (BEEF development in static drill application of key rules in game play. 8. Demonstration of skill level the situations) 4. Dodging (Development of attacking 4. Dodging (Development of attacking rinciple in drill situations) principle in drill situations) Vollevball Vollevball 5. Spike (Attacking Skills in static drill 5. Spike (Attacking Skills in static drill 1 Creation of Time and Space (Key Attacking situations) 1 Creation of Time and Space (Key Attacking Principle in small sided conditioned games) Principle in small sided conditioned games

					<del>-</del>	
	2. Set (Performed with some Control, Height and Accuracy in drill situations)	6. Block (Defensive Skills in static drill	2. Set (Performed with some Control, Height	6. Block (Defensive Skills in static drill		
	3. Defensive Volley (Performed with some	situations) 7. Demonstration of skill level through game	and Accuracy in drill situations) 3. Defensive Volley (Performed with some	situations) 7. Demonstration of skill level through game		
	Control, Height and Accuracy in drill	performance.	Control, Height and Accuracy in drill	performance.		
	situations)	8. Demonstration of skill level through game	situations)	8. Demonstration of skill level through game		
	4. Serve (With some accuracy from an	performance.	4. Serve (With some accuracy from an underhand position)	performance.		
	underhand position)	Badminton	undernand position)	Badminton		
	Badminton	5. Smash shot with some power within a drill	Badminton	5. Smash shot with some power within a drill		
	1. Grip and flick serve technique with some	situation.	1. Grip and flick serve technique with some	situation.		
	control and accuracy.	6. Forehand net shot with some accuracy in	control and accuracy.	6. Forehand net shot with some accuracy in		
	<ol><li>Forehand low serve with some control and accuracy.</li></ol>	drill situations. 7. Demonstrating a range of skills and	2. Forehand low serve with some control and accuracy.	drill situations. 7. Demonstrating a range of skills and		
	3. Forehand overhead clear with some	understanding in singles gameplay.	3. Forehand overhead clear with some	understanding in singles gameplay.		
	power in drill situations.	8. Demonstrating a range of skills and	power in drill situations.	8. Demonstrating a range of skills and		
	4. Forehand drop shot with some control in	understanding in doubles gameplay.	4. Forehand drop shot with some control in	understanding in doubles gameplay.		
	drill situations.	Fitness	drill situations.	Fitness		
	Fitness	5. Training Methods to develop Agility	Fitness_	5. Training Methods to develop Agility		
	1. Heart Rate (To be able to monitor and	(Plyometric, SAQ Training)	1. Heart Rate (To be able to monitor and	(Plyometric, SAQ Training)		
	assess the short-term Impact of exercise)	6. Training methods to develop Co-	assess the short-term Impact of exercise)	6. Training methods to develop Co-		
	2. Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval)	ordination (Pressure training) 7. Individual Training performance	2. Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval)	ordination (Pressure training) 7. Individual Training performance		
	3. Training methods to develop Muscular	8. Individual Training Performance	3. Training methods to develop Muscular	8. Individual Training Performance		
	Endurance (Circuit)		Endurance (Circuit)			
	4. Training methods to develop Reaction Time and Speed (Hollow Sprints /		4. Training methods to develop Reaction Time and Speed (Hollow Sprints /			
	Acceleration Sprints / Interval)		Acceleration Sprints / Interval)			
			,			
				Kev \	/ocabulary/Concepts/ideas	
	Shared language of Components of Fitne	ss; Speed, Strength, Aerobic Endurance, M	uscular Endurance, Balance, Power, Agility			
		· · · · · · · · · · · · · · · · · · ·		e, Outwitting opponents, Application of tec	hnique, Tactical knowledge, Control, Accu	rracy, Height, Structure,
	,	al, Team, Condition, Game, Performance, C	•			
		Describe, Remember, Understand, Apply A				
	WC 04/04 WC 25/04	WC 02/05 WC 09/05	WC 16/05 WC 23/05	WC 06/06 WC 13/06	WC 20/06 WC 27/06	04/07 11/07
	Athletics 1. Middle Distance Running (Pacing and	Athletics 6. Javelin (Control. Power and Speed – Static	Softball 1. Throwing and Catching (Sending and	Softball 5. Hitting (Attacking batting technique)	Softball  1. Throwing and Catching (Sending and	Softball  5. Hitting (Attacking batting technique)
	Aerobic Endurance – Team activity)	position)	Receiving over short distances from a static	6. Development of Tactical Knowledge and	Receiving over short distances from a static	6. Development of Tactical Knowledge and Understanding (Attacking and Defensive skills)
	2. Sprinting (Speed and Power over 60m	7. High Jump (Power and Height using	position)	Understanding (Attacking and Defensive	position)	7. Development of Tactical Knowledge and Understanding (Attacking and Defensive Skills)
	from a sprint start position) 3. Relays (Teamwork with up-sweep and	scissors technique) 8. Long Jump (Power, Height and Speed	2. Ground fielding Technique (Defensive fielding skills using the scoop technique)	skills) 7. Development of Tactical Knowledge and	2. Ground fielding Technique (Defensive fielding skills using the scoop technique)	8. Demonstration of skill level through game performance.
	down-sweep changeovers)	using hang technique)	3. Knowledge and understanding of key rules	Understanding (Attacking and Defensive	3. Knowledge and understanding of key	Rounders
	4. Shot Putt (Power and Control – Static	9. Triple Jump (Power, Height and Speed	in game play	Skills)	rules in game play	5. Base fielding and tactical development (to know and understand the importance of positioning of base fielders in game play)
	position)	using hop / skip / jump technique)	4. Bowling (Underarm technique with some	8. Demonstration of skill level through game	4. Bowling (Underarm technique with some	6. Development of Tactical Knowledge and Understanding (to know and understand defensive field placings to gain a tactical advantage)
Taura 2	5. Discus (Power and Control – Static position)	<u>Softball</u>	control and power)	performance.	control and power)	7. Demonstration of skill level through game performance. 8. Demonstration of skill level through game performance.
Term 3	position	<u> </u>	Rounders	Rounders	Rounders	o. Scholadellor of Sami level through Burne performance.
	Softball	5. Hitting (Attacking batting technique)	1. Throwing and Catching (Sending and	5. Base fielding and tactical development (to	1. Throwing and Catching (Sending and	Tennis
	1. Throwing and Catching (Sending and	6. Development of Tactical Knowledge and	Receiving over short distances)	know and understand the importance of	Receiving over short distances)	5. To be able to serve with some power and accuracy.
	Receiving over short distances from a static position)	Understanding (Attacking and Defensive skills)	2. Effective ground fielding techniques (use of long barrier)	positioning of base fielders in game play) 6. Development of Tactical Knowledge and	2. Effective ground fielding techniques (use of long barrier)	6, 7, 8. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.
	2. Ground fielding Technique (Defensive	7. Development of Tactical Knowledge and	3. Bowling (with some control and accuracy)	Understanding (to know and understand	3. Bowling (with some control and accuracy)	Fitness
	fielding skills using the scoop technique)	Understanding (Attacking and Defensive	4. Batting (striking the ball with some	defensive field placings to gain a tactical	4. Batting (striking the ball with some	5. Training Methods to develop Agility (Plyometric, SAQ Training)
	3. Knowledge and understanding of key rules	Skills)	consistency)	advantage)	consistency)	6. Training methods to develop Co-ordination (Pressure training)
	in game play 4. Bowling (Underarm technique with some	8. Demonstration of skill level through game performance.	Tennis	7. Demonstration of skill level through game performance.	Tennis	7. Individual Training performance 8. Individual Training Performance
	control and power)	periormance	To be able to develop knowledge of how	8. Demonstration of skill level through game	1. To be able to develop knowledge of how	o. muivuudi rraining rei orinance
		Rounders	to hold the racket and demonstrate accurate	performance.	to hold the racket and demonstrate	
	Rounders  1. Throwing and Catching (Sending and	5. Base fielding and tactical development (to know and understand the importance of	ball control.	Tonnic	accurate ball control.	
	Receiving over short distances)	positioning of base fielders in game play)	To be able to play the forehand with control and accuracy.	Tennis 5. To be able to serve with some power and	To be able to play the forehand with control and accuracy.	
	2. Effective ground fielding techniques (use	6. Development of Tactical Knowledge and	3. To be able to play the Backhand with	accuracy.	3. To be able to play the Backhand with	
	of long barrier)	Understanding (to know and understand	some control and accuracy.	6, 7, 8. To demonstrate the ability to outwit	some control and accuracy.	
	Bowling (with some control and accuracy)     Batting (striking the ball with some	defensive field placings to gain a tactical advantage)	To be able to play the Volley with some control and accuracy.	an opponent in a game situation using the appropriate skills and techniques.	4. To be able to play the Volley with some control and accuracy.	
	consistency)	7. Demonstration of skill level through game	control and accuracy.	appropriate skiis and techniques.	control and accuracy.	
		performance.	<u>Fitness</u>	<u>Fitness</u>	<u>Fitness</u>	
	Tennis	8. Demonstration of skill level through game performance.	Heart Rate (To be able to monitor and     sees the short term Impact of eversion)	5. Training Methods to develop Agility	1. Heart Rate (To be able to monitor and	
	1. To be able to develop knowledge of how to hold the racket and demonstrate accurate		assess the short-term Impact of exercise) 2. Training methods to develop Aerobic	(Plyometric, SAQ Training) 6. Training methods to develop Co-	assess the short-term Impact of exercise) 2. Training methods to develop Aerobic	
	ball control.	<u>Tennis</u>	Endurance (Continuous / Fartlek / Interval)	ordination (Pressure training)	Endurance (Continuous / Fartlek / Interval)	
	2. To be able to play the forehand with	5. To be able to serve with some power and	3. Training methods to develop Muscular	7. Individual Training performance 8. Individual Training Performance	3. Training methods to develop Muscular	
	control and accuracy.  3. To be able to play the Backhand with	accuracy. 6, 7, 8. To demonstrate the ability to outwit	Endurance (Circuit) 4. Training methods to develop Reaction	8. Individual Training Performance	Endurance (Circuit) 4. Training methods to develop Reaction	
	some control and accuracy.	an opponent in a game situation using the	Time and Speed (Hollow Sprints /		Time and Speed (Hollow Sprints /	
	4. To be able to play the Volley with some	appropriate skills and techniques.	Acceleration Sprints / Interval)		Acceleration Sprints / Interval)	
	control and accuracy.	Fitness .				
	<u>Fitness</u>	5. Training Methods to develop Agility				
	1. Heart Rate (To be able to monitor and	(Plyometric, SAQ Training)				
	assess the short-term Impact of exercise)	6. Training methods to develop Co-				
	2. Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval)	ordination (Pressure training) 7. Individual Training performance				
	3. Training methods to develop Muscular	8. Individual Training Performance				
	Endurance (Circuit)					
	4. Training methods to develop Reaction Time and Speed (Hollow Sprints /					
	Acceleration Sprints / Interval)					
				17	/ocabulany/Consents/ideas	
	Shared language of Company of The	es Conned Strongth Asyabis Furdings	Justillar Endurance Dalance Device A 115		/ocabulary/Concepts/ideas	
		ss; Speed, Strength, Aerobic Endurance, M		, Co-ordination e, Outwitting opponents, Application of tec	hnique Tactical knowledge Height Street	tura Fielding Hitting
	•	opment; Attacking, Detending, Sending, Ke al, Team, Condition, Game, Performance, C		, oatwitting opponents, Application of tec	que, Tacticai Kilowieuge, Height, Struct	ture, rietuing, ritting
		Describe, Remember, Understand, Apply A	•	n		
	, , , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , , , , , , , , ,			CIAG	
PE Pathways hi	ghlighted through Alumni information and	Curriculum links. (See departmental docu	mentation)			
	ets coaching and excellence provision.					

Transferability of skills through cross-curricular links.

The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations.

Democracy; Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity.

Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.

# Key Stage 3: Year 8

# Overall Curriculum Goals - developing the following Big Ideas:

- . Co-ordination and the application of all components of fitness.
- How to work with aspirations towards a target or goal.
- How to take on and develop leadership roles and responsibility within sessions.
- To progress the students in a more competitive environment with an emphasis on the movement to extra-curricular competition.

Key Year Aim - To progress the students in a more competitive environment with an emphasis on the movement to extra-curricular competition

The aspiration of this year is for students to build on their key skills of performance and seek to develop them more confidently in game situations in school sports competition.

WC 18/10 WC 01/11

1. Dribbling (Control and Accuracy in

drill and small sided game conditions)

2. Passing (Sending and Receiving over

movement with and without the ball (4

4. Shooting (Some Power and Accuracy

1. Passing and handling (Sending and

2. Footwork (Landing and pivoting in

contested and competitive situations)

4. Dodging (Effective use of attacking

principle in drill and game situations)

1. Set (Performed with control, height

and accuracy to create attacking opportunities in drill and game

2. Defensive Volley (Performed with control, height and accuracy in

defensive drill and game situations) 3. Serve (With accuracy to create point

4. Spike (Attacking Skills in static drill

1. Flick serve from a backhand position

with some control and precision in drill

3. Forehand clear with some nower and accuracy in drill situations.

4. Execute drop shot with some control

1. To be able to develop the forehand with greater control and accuracy. 2. To be able to play the Backhand with greater control and accuracy. 3. To be able to play the Volley with

4. To be able to serve with greater

power and accuracy.

2. Forehand low and high serve with

some accuracy and control in drill

and precision in drill situations.

scoring positions from an unde

and game related situations)

Badminton

drill and game situations)
3. Shooting. (BEEF development in

Receiving over varied distances in game

short and long distances)

3. Creation of Space through

from varied distances)

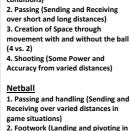
situations)

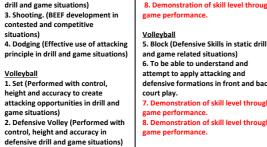
Volleyball

### Term 1 Cro

WC 06/09	WC 13/09	WC 20/09	WC 27/0
ross Country Use of MSFT to a ndurance and spe Pacing. Gradient and Te ariation. Team Racing ove stance. Individual race p	eed. rrain technique er extended	Football 1. Dribbling (Contr drill and small side conditions) 2. Passing (Sending over short and lon) 3. Creation of Spac movement with an (4 vs. 2) 4. Shooting (Some Accuracy from variance)	d game g and Receiving g distances) e through d without the Power and
		Netball  1. Passing and han Receiving over vari	0. 0

# acy in e ball





# and game related situations) Badminton 1. Flick serve from a backhand osition with some control and precision in drill situations. 2. Forehand low and high serve with some accuracy and control in drill 3. Forehand clear with some power and accuracy in drill situations.

4. Execute drop shot with some

3. Serve (With accuracy to create

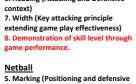
point scoring positions from an

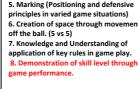
underhand position)
4. Spike (Attacking Skills in static drill

# control and precision in drill situations. Tennis 1. To be able to develop the forehand with greater control and accuracy 2. To be able to play the Backhand with greater control and accuracy. 3. To be able to play the Volley with some control and accuracy. 4. To be able to serve with greater

power and accuracy.

# All activities are delivered on a carousel with groups completing one of the sporting areas in the terms listed below; WC 04/10 WC 11/10 Football 5. Tackling (With some Strength and Timing in 2 vs. 2 situations) 6. Heading (Attacking and Defensive 7. Width (Key attacking principle







uriii situatioris.
6. Forehand net shot with some
accuracy and control when the shuttle
is hit in varied positions.
7. Demonstrating a range of skills and
understanding in singles gameplay.
8. Demonstrating a range of skills and
understanding in doubles gameplay.
<u>Tennis</u>
5. To demonstrate the ability to outw
-

an opponent in a doubles game
situation using the appropriate skills
and techniques.
6, 7 and 8. To demonstrate the ability
to outwit an opponent in a game
situation using the appropriate skills
and techniques.

## WC 22/11 WC 29/11 ugby League 5. Creation of Defensive Line

ontrol and accuracy when carrying and Structure (To map and maintain a 2. Tackling Technique (With Safety and 6. Development of decision making in attacking and defensive

WC 08/11 WC 15/11

1. Ball Carrying and Passing (With

sing over intermediate dista

Control in a 1 vs 1 tackling situation)

3. Play the Ball (With speed to create

space at the ruck in attacking play)

4. Knowledge and Understanding of

application of key rules in game play

7. Kicking (To be able to kick the play using varied techniques)

# stration of skill level through game performance

# WC 6/12

- 5. Tackling (With some Strength and Timing in 2 vs. 2 situations)
- 6. Heading (Attacking and Defensive context)
  7. Width (Key attacking principle extending game play effectiveness)

- 5. Marking (Positioning and defensive principles in varied game situations) 6. Creation of space through movement off the ball. (5 vs 5)
- 7. Knowledge and Understanding of application of key rules in game play.
- Volleyball 5. Block (Defensive Skills in static drill and game related situations)
- 6. To be able to understand and attempt to apply attacking and defensive formations in front and back court play.

WC 13/12

- nstration of skill level through game perfo
- 8. Demonstration of skill level through game performance.

### Badminton

- 5. Execute smash shot with some power from an overhead position in drill situations
- 6. Forehand net shot with some accuracy and control when the shuttle is hit in varied positions
- Demonstrating a range of skills and understanding in singles gameplay.
   Demonstrating a range of skills and understanding in doubles gameplay

- 5. To demonstrate the ability to outwit an opponent in a doubles game situation using the appropriate skills and techniques.
- 6, 7 and 8. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and tecl

Key Vocabulary/Concepts/ideas

Shared language of Components of Fitness; Speed, Strength, Aerobic Endurance, Muscular Endurance, Balance, Power, Agility, Co-ordination

Shared concepts and ideas of skill development; Attacking, Defending, Sending, Receiving, Pressure, Timing, Creation of Space, Outwitting opponents, Application of technique, Tactical knowledge, Control, Accuracy, Dodge, Block Shared Assessment conditions; Individual, Team, Condition, Game, Performance, Competitive, Demonstration

Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain

	WC 04/01 WC 10/01	WC 17/01 WC 24/01	WC 31/01 WC 07/02	WC 14/02 WC 28/02	WC 07/03 WC 14/03	21/03 28/03
Term 2	Football  1. Dribbling (Control and Accuracy in drill and small sided game conditions)  2. Passing (Sending and Receiving over short and long distances)  3. Creation of Space through movement with and without the ball (4 vs. 2)  4. Shooting (Some Power and Accuracy from varied distances)  Netball  1. Passing and handling (Sending and Receiving over varied distances in game situations)  2. Footwork (Landing and pivoting in drill and game situations)  3. Shooting. (BEEF development in contested and competitive situations)  4. Dodging (Effective use of attacking principle in drill and game situations)  Volleyball  1. Set (Performed with control, height and accuracy to create attacking opportunities in drill and game situations)  2. Defensive Volley (Performed with control, height and accuracy in defensive drill and game situations)  3. Serve (With accuracy in defensive drill and game situations)  3. Serve (With accuracy to create point scoring positions from an underhand position)  4. Spike (Attacking Skills in static drill and game related situations)  8. Forehand low and high serve with some control and precision in drill situations.  9. Forehand clear with some power and accuracy and control in drill situations.  1. Forehand clear with some control and precision in drill situations.  1. Execute drop shot with some control and precision in drill situations.  1. To be able to develop the forehand with greater control and accuracy.  2. To be able to play the Backhand with greater control and accuracy.  3. To be able to play the Backhand with greater control and accuracy.  3. To be able to play the Backhand with greater control and accuracy.  4. To be able to play the Packhand with greater control and accuracy.  5. To be able to play the Packhand with greater control and accuracy.  6. To be able to play the Volley with some control and accuracy.  7. To be able to play the Volley with some control and accuracy.  8. Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval)  9. Training methods t	Football 5. Tackling (With some Strength and Timing in 2 vs. 2 situations) 6. Heading (Attacking and Defensive context) 7. Width (Key attacking principle extending game play effectiveness) 8. Demonstration of skill level through game performance.  Netball 5. Marking (Positioning and defensive principles in varied game situations) 6. Creation of space through movement off the ball. (5 vs 5) 7. Knowledge and Understanding of application of key rules in game play. 8. Demonstration of skill level through game performance.  Volleyball 5. Block (Defensive Skills in static drill and game related situations) 6. To be able to understand and attempt to apply attacking and defensive formations in front and back court play. 7. Demonstration of skill level through game performance. 8. Demonstration of skill level through game performance. 8. Demonstration of skill level through game performance.  Badminton 5. Execute smash shot with some power from an overhead position in drill situations. 6. Forehand net shot with some accuracy and control when the shuttle is hit in varied positions. 7. Demonstrating a range of skills and understanding in singles gameplay. 8. Demonstrating a range of skills and understanding in doubles game situation using the appropriate skills and techniques. 6, 7 and 8. To demonstrate the ability to outwit an opponent in a doubles game situation using the appropriate skills and techniques. 6, 7 and 8. To demonstrate the ability to outwit an opponent in a doubles game situation using the appropriate skills and techniques.  Fitness 5. Training Methods to develop Agility (Plyometric, SAQ Training) 6. Training methods to develop Coordination (Pressure training) 7. Application and understanding of the Principles of Training Performance	Football  1. Dribbling (Control and Accuracy in drill and small sided game conditions)  2. Passing (Sending and Receiving over short and long distances)  3. Creation of Space through movement with and without the ball (4 vs. 2)  4. Shooting (Some Power and Accuracy from varied distances)  Netball  1. Passing and handling (Sending and Receiving over varied distances in game situations)  2. Footwork (Landing and pivoting in drill and game situations)  3. Shooting. (BEEF development in contested and competitive situations)  4. Dodging (Effective use of attacking principle in drill and game situations)  Volleyball  1. Set (Performed with control, height and accuracy to create attacking opportunities in drill and game situations)  2. Defensive Volley (Performed with control, height and accuracy in defensive drill and game situations)  3. Serve (With accuracy in defensive drill and game situations)  3. Serve (With accuracy to create point scoring positions from an underhand position)  4. Spike (Attacking Skills in static drill and game related situations)  8. Forehand low and high serve with some accuracy and control in drill situations.  2. Forehand clear with some power and accuracy in drill situations.  3. Forehand clear with some control and precision in drill situations.  4. Execute drop shot with some control and precision in drill situations.  7. To be able to play the Backhand with greater control and accuracy.  2. To be able to play the Backhand with greater control and accuracy.  3. To be able to play the Backhand with greater control and accuracy.  4. To be able to play the Backhand with greater control and accuracy.  5. To be able to play the Polley with some control and accuracy.  6. To be able to play the Volley with some control and accuracy.  7. To be able to play the Volley with some control and accuracy.  8. Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval)  8. Training methods to develop Muscular	Football 5. Tackling (With some Strength and Timing in 2 vs. 2 situations) 6. Heading (Attacking and Defensive context) 7. Width (Key attacking principle extending game play effectiveness) 8. Demonstration of skill level through game performance.  Netball 5. Marking (Positioning and defensive principles in varied game situations) 6. Creation of space through movement off the ball. (5 vs 5) 7. Knowledge and Understanding of application of key rules in game play. 8. Demonstration of skill level through game performance.  Volleyball 5. Block (Defensive Skills in static drill and game related situations) 6. To be able to understand and attempt to apply attacking and defensive formations in front and back court play. 7. Demonstration of skill level through game performance. 8. Demonstration of skill level through game performance.  Badminton 5. Execute smash shot with some power from an overhead position in drill situations. 6. Forehand net shot with some accuracy and control when the shuttle is hit in varied positions. 7. Demonstrating a range of skills and understanding in singles gameplay. 8. Demonstrating a range of skills and understanding in doubles game situation using the appropriate skills and techniques. 6, 7 and 8. To demonstrate the ability to outwit an opponent in a doubles game situation using the appropriate skills and techniques. 6, 7 and 8. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.  Fitness 5. Training Methods to develop Agility (Plyometric, SAQ Training) 6. Training methods to develop Coordination (Pressure training) 7. Application and understanding of the Principles of Training Performance	Athletics  1. Middle Distance Running (Pacing and Aerobic Endurance – Individual activity)  2. Sprinting (Speed and Power over 100m from a sprint start position)  3. Relays (Teamwork with up-sweep and down-sweep changeovers)  4. Shot Putt (Power and Control – Static and Glide position)	Albeltic (Nower and Costor) – Static and rotational position)  5. Javelin (Cower and Speed — Static and approach technique)  7. High Jump (Power Height using scissors and fosbury technique)  8. Long Jump (Power, Height and Speed using hang and tride technique)  9. Triple Jump (Power, Height and Speed using hop J skip / jump technique)
	Endurance (Circuit) 4. Training methods to develop Reaction		Endurance (Circuit) 4. Training methods to develop Reaction			
	Time and Speed (Hollow Sprints / Acceleration Sprints / Interval)		Time and Speed (Hollow Sprints / Acceleration Sprints / Interval)			
				•	bulary/Concepts/ideas	
		ss; Speed, Strength, Aerobic Endurance, Mo pment; Attacking, Defending, Sending, Rec			nnique Tactical knowledge Control Acc	curacy Height Structure Dodge Block
	Shared Assessment conditions; Individua	I, Team, Condition, Game, Performance, Co Describe, Remember, Understand, Apply Ar	mpetitive, Demonstration		imique, raciical knowledge, control, Acc	taracy, neight, structure, bouge, block,
	WC 04/04 WC 25/04	WC 02/05 WC 09/05	WC 16/05 WC 23/05	WC 06/06 WC 13/06	WC 20/06 WC 27/06	04/07 11/07
Term 3	Softball  1. Throwing and Catching (Sending and Receiving over varied distances using a crow hop technique) 2. Ground fielding Technique (Defensive fielding skills using varied glove techniques) 3. Knowledge and understanding of key rules in game play 4. Bowling (Underarm technique with some control, power and variation)  Rounders	Softball 5. Hitting (Attacking batting technique to varied angles of the field) 6. Development of Tactical Knowledge and Understanding (Attacking and Defensive skills) 7. Development of Tactical Knowledge and Understanding (Attacking and Defensive Skills) 8. Demonstration of skill level through game performance.	Softball  1. Throwing and Catching (Sending and Receiving over varied distances using a crow hop technique)  2. Ground fielding Technique (Defensive fielding skills using varied glove techniques)  3. Knowledge and understanding of key rules in game play  4. Bowling (Underarm technique with some control, power and variation)	Softball  5. Hitting (Attacking batting technique to varied angles of the field) 6. Development of Tactical Knowledge and Understanding (Attacking and Defensive skills) 7. Development of Tactical Knowledge and Understanding (Attacking and Defensive Skills) 8. Demonstration of skill level through game performance.	Softball  1. Throwing and Catching (Sending and Receiving over varied distances using a crow hop technique)  2. Ground fielding Technique (Defensive fielding skills using varied glove techniques)  3. Knowledge and understanding of key rules in game play  4. Bowling (Underarm technique with some control, power and variation)	Softball  5. Hitting (Attacking batting technique to varied angles of the field)  6. Development of Tactical Knowledge and Understanding (Attacking and Defensive skills)  7. Development of Tactical Knowledge and Understanding (Attacking and Defensive Skills)  8. Demonstration of skill level through game performance.  Rounders  5. Deep fielding (to know and understand the importance of positioning of deep fielders in game play and use of relay throw techniques)  6. Development of Tactical Knowledge and Understanding (to know and understand defensive field placings to gain a tactical advantage)  7. Demonstration of skill level through game performance.  8. Demonstration of skill level through game performance.
	1. Throwing and Catching (Sending and Receiving over varied distances) 2. Effective ground fielding techniques (use of one and two handed pickups when accelerating to the ball) 3. Bowling (with control and accuracy and some tactical variation) 4. Batting (striking the ball with some consistency and placement)  Tennis 1. To be able to develop the forehand with greater control and accuracy. 2. To be able to play the Backhand with greater control and accuracy. 3. To be able to play the Volley with some	Rounders 5. Deep fielding (to know and understand the importance of positioning of deep fielders in game play and use of relay throw techniques) 6. Development of Tactical Knowledge and Understanding (to know and understand defensive field placings to gain a tactical advantage) 7. Demonstration of skill level through game performance. 8. Demonstration of skill level through game performance.	1. Throwing and Catching (Sending and Receiving over varied distances) 2. Effective ground fielding techniques (use of one and two handed pickups when accelerating to the ball) 3. Bowling (with control and accuracy and some tactical variation) 4. Batting (striking the ball with some consistency and placement)  Tennis 1. To be able to develop the forehand with greater control and accuracy. 2. To be able to play the Backhand with greater control and accuracy. 3. To be able to play the Volley with some	Rounders 5. Deep fielding (to know and understand the importance of positioning of deep fielders in game play and use of relay throw techniques) 6. Development of Tactical Knowledge and Understanding (to know and understand defensive field placings to gain a tactical advantage) 7. Demonstration of skill level through game performance. 8. Demonstration of skill level through game performance.	Rounders 1. Throwing and Catching (Sending and Receiving over varied distances) 2. Effective ground fielding techniques (use of one and two handed pickups when accelerating to the ball) 3. Bowling (with control and accuracy and some tactical variation) 4. Batting (striking the ball with some consistency and placement)  Tennis 1. To be able to develop the forehand with greater control and accuracy. 2. To be able to play the Backhand with greater control and accuracy.	Tennis 5. To demonstrate the ability to outwit an opponent in a doubles game situation using the appropriate skills and techniques. 6, 7 and 8. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.  Fitness 5. Training Methods to develop Agility (Plyometric, SAQ Training) 6. Training methods to develop Co-ordination (Pressure training) 7. Application and understanding of the Principles of Training 8. Individual Training Performance
	control and accuracy.		control and accuracy.		3. To be able to play the Volley with some control and accuracy.	

	4. To be able to serve with greater power and accuracy.  Fitness 1. Training zones (Thresholds and aerobic and anaerobic zones) 2. Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interva 3. Training methods to develop Muscular Endurance (Circuit) 4. Training methods to develop Reaction	using the appropriate skills and ted	ition using and accuracy.  ies.  lity to ation 1. Training zones (Thres and anaerobic zones)  2. Training methods to a Endurance (Continuous and Endurance (Circuit)	opponent in a double the appropriate skills 6,7 and 8. To demon outwit an opponent in using the appropriate skills 6,7 and 8. To demon outwit an opponent in using the appropriate using the appropriate skills of the skills of t	es game situation using si and techniques.  strate the ability to in a game situation e skills and techniques.	To be able to serve with greater power nd accuracy.  itness Training zones (Thresholds and aerobic nd anaerobic zones) Training methods to develop Aerobic ndurance (Continuous / Fartlek / tterval) Training methods to develop Muscular ndurance (Circuit)		
	Time and Speed (Hollow Sprints / Acceleration Sprints / Interval)	(Plyometric, SAQ Training) 6. Training methods to develop Co ordination (Pressure training) 7. Application and understanding of Principles of Training 8. Individual Training Performance	Time and Speed (Hollov - Acceleration Sprints / Ir of the	v Sprints / (Plyometric, SAQ Tra	ining) 4. to develop Co- Ti training) Aderstanding of the	Training methods to develop Reaction ime and Speed (Hollow Sprints / cceleration Sprints / Interval)		
					Key Vocabu	lary/Concepts/ideas		
	Shared concepts and ideas of skill de Shared Assessment conditions; Indi	vidual, Team, Condition, Game, Perfo	ending, Receiving, Pressure, Timir ormance, Competitive, Demonstra	ng, Creation of Space, Outwitting oppone ation	ents, Application of technic	que, Tactical knowledge, Height, Structur	e, Fielding, Hitting	
	Her 2 Key language of assessment:	List, Describe, Remember, Understan	id, Apply Analyse, Evaluate, Creat	e, Define and Explain	CIAG	i		
•	ghlighted through Alumni information ets coaching and excellence provision		ental documentation)					
	le Champions to promote physical eng		rticipation					
The rule of law	; Sporting rules always followed by st	udents within varied sporting contex	ts and competitive situations.		British Va	alues		
Democracy; Stu	idents given the opportunity to lead v	within sessions and all students are g	iven the equal opportunities to pa	articipate in sports regardless of gender on the second opponen and opponen opponen				
Key Stage 3	3: Year 9							
	Overall Curriculum Goals deve	oloning the following Pig Ideas						
	<ul> <li>How to work with as</li> <li>How to take on and</li> <li>To ensure the effect</li> </ul>	ne application of all components spirations towards a target or go develop leadership roles and resive transition to BTEC PE through fective transition to BTEC PE through fective transition to BTEC PE	al. sponsibility within sessions. h greater use of independent					
	The aspiration for the year is to		develop their tactical underst	tanding and performance whilst fam	iliarising those students	s who will be looking to progress on	the BTEC Sport pathw	vay with key terminology.
Term 1	WC 06/09 WC 13/09	WC 20/09 WC 27/09	WC 04/10 WC 11/10	WC 18/10 WC 01/11		C 15/11 WC 22/11 WC 29/		WC 13/12
	1. Use of MSFT to assess aerobic	Football  1. Dribbling (Control and Accuracy in	Football 5. Tackling (With Strength and	Football 1. Dribbling (Control and Accuracy in small	Rugby League  1. Ball Carrying and Passing control, accuracy and widt			trength and Timing in conditioned game situations)
	2. Pacing.	small sided and full game conditions)  2. Passing (Sending and Receiving over	Timing in conditioned game situations)	sided and full game conditions)  2. Passing (Sending and Receiving over	attacking play)  2. Tackling Technique (Wit	defensive play)	7. Width (Key attack	ng and Defensive context) king principle extending game play effectiveness)
	variation.	varied distances in pressurised conditions)	6. Heading (Attacking and Defensive context)	varied distances in pressurised conditions)  3. Creation of Space through movement with and without the ball (5 vs 2)	and control in individual attackling positions)		o. Demonstration o	f skill level through game performance.
	distance.	3. Creation of Space through movement with and without the ball (5 vs 2) 4. Shooting (Power and Accuracy from	7. Width (Key attacking principle extending game play effectiveness) 8. Demonstration of skill level	4. Shooting (Power and Accuracy from	3. Play the Ball (Speed and of attacking space and wid	creation 7. Kicking and Catching (Defendi	3. Warking (Tactical	l use of defensive principles in varied game situations)
		varied distances and angles)	through game performance.	varied distances and angles)	the ruck position) 4. Knowledge and Underst	catching technique)	7. Knowledge and U	e to move the ball effectively in team play. (7 vs 7) Understanding of application of key rules in game play.
		Netball	Netball	Netball  1. Passing and handling (Effectiveness of	application of key rules in play.			of skill level through game performance.
		Passing and handling (Effectiveness of decision making in game situations)     Footwork (Landing and pivoting	5. Marking (Tactical use of defensive principles in varied game situations) 6. Creation of space to move the ball	decision making in game situations) 2. Footwork (Landing and pivoting towards running footwork in drill and				Skills in static drill and game related situations)
		towards running footwork in drill and game situations)	effectively in team play. (7 vs 7) 7. Knowledge and Understanding of	game situations) 3. Shooting. (Pressurised skill in contested			7. Demonstration o	derstand and attempt to apply attacking and defensive formations in front and back court play.  f skill level through game performance.
		3. Shooting. (Pressurised skill in contested and competitive situations)	application of key rules in game play.	and competitive situations) 4. Dodging (Creation and exploitation of				f skill level through game performance in a full court situation.
		4. Dodging (Creation and exploitation of space in game situations)	8. Demonstration of skill level through game performance.	space in game situations)				power from an overhead position in drill and game situations.
		Volleyball	Volleyball	Volleyball 1 Creation of Time and Space (Key			7. Demonstrating a	ckhand net shot with accuracy and control in drill and game situations.  range of skills and understanding in singles gameplay.
		Set (Performed tactically with control, height and accuracy to create	5. Block (Defensive Skills in static drill and game related situations)	Attacking Principle in contested game situations)			8. Demonstrating a	range of skills and understanding in doubles gameplay.
		attacking opportunities in drill and game situations)	6. To be able to understand and attempt to apply attacking and	2. Set (Performed with height and accuracy to create attacking width and			Tennis	
		2. Defensive Volley (Performed with control, height and accuracy in	defensive formations in front and back court play.	scoring position) 3. Defensive Volley (Performed with			5.To demonstrate t	the ability to outwit an opponent in a doubles game situation using the appropriate skills and techniques.  Onstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.
		defensive drill and game situations)  3. Serve (With accuracy to create point	7. Demonstration of skill level through game performance.	control and height to defend effectively in game situations)			o, 7 and o. 10 demo	and the damey to out the an opposition in a game steation damig the appropriate standard techniques.
		scoring positions from an underhand position) 4. Spike (Attacking Skills in static drill	8. Demonstration of skill level through game performance in a full court situation.	Serve (With accuracy and depth from either an under or overhand position)				
		and game related situations)	<u>Badminton</u>	Badminton  1. Flick serve with control and precision in				
		Badminton  1. Flick serve with control and precision in drill and game situations	5. Smash shot with power from an overhead position in drill and game	drill and game situations.  2. Forehand low and high serve with				
	:	in drill and game situations. 2. Forehand low and high serve with	situations. 6. Forehand and backhand net shot	accuracy and control in drill and game situations.				
		accuracy and control in drill and game situations.	with accuracy and control in drill and game situations.	Forehand overhead clear with accuracy and power in drill and game situations.				
	i 1 3	3. Forehand overhead clear with	7. Demonstrating a range of skills	4. Drop shot with timing, control and				
		accuracy and power in drill and game situations.	and understanding in singles gameplay.	precision in drill and game situations.				

	1. fo ac 2. gr 3. sc 4.	ennis To be able to develop the top spin rehand with greater control and scuracy. To be able to play the Backhand with eater spin control and accuracy. To be able to play the Drop shot with me control and accuracy. To be able to serve with power and scuracy.	Tennis 5.To demonstrate outwit an opponer game situation usi appropriate skills a 6, 7 and 8. To demability to outwit an game situation usi appropriate skills a	forehand of accuracy.  2. To be all greater sping.  3. To be all some contour the another	to develop the top spinith greater control and e to play the Backhand of control and accuracy. e to play the Drop shot of and accuracy. e to serve with power and the serve with power and accuracy.	ith			
						Key Voc	bulary/Co	oncepts/ideas	
!	Shared language of Components of F Shared concepts and ideas of skill de Shared Assessment conditions; Indiv	velopment; Attacking, Defending,	Sending, Receiving	ng, Pressure, Timing, Creation			chnique, Tacti	ical knowledge, Control, Acc	curacy
	Tier 2 Key language of assessment: Li WC 04/01 WC 10/01	<del></del>	· • • • • • • • • • • • • • • • • • • •	e, Evaluate, Create, Define and WC 31/01 WC 07/		2 WC 28/02	WC 07	7/03 WC 14/03	21/03 28/03
	Football	Football		otball	Football	110 20/02	Athletics		<u>Athletics</u>
	1. Dribbling (Control and Accuracy in small	5. Tackling (With Strength and Ti		Oribbling (Control and Accuracy in s		th Strength and Timing in		stance Running (Pacing and	5. Discus (Power and Control – Static and rotational position – measuring technique)
	sided and full game conditions)  2. Passing (Sending and Receiving over	conditioned game situations)  6. Heading (Attacking and Defense		ed and full game conditions) Passing (Sending and Receiving over		me situations) acking and Defensive context)		urance – Individual activity) (Speed and Power over 200m	6. Javelin (Control, Power and Speed – Static and approach technique – measuring technique) 7. High Jump (Power and Height using scissors and Fosbury technique)
	varied distances in pressurised conditions)	7. Width (Key attacking principle		ied distances in pressurised conditi		acking and Defensive context)	from a sprint	t start position)	8. Long Jump (Power, Height and Speed using hang and stride technique)
3	3. Creation of Space through movement wi	th game play effectiveness)	3. Cr	Creation of Space through moveme	t with game play eff	ctiveness)		o-sweep and down-sweep swith tactical use of changeover	9. Triple Jump (Power, Height and Speed using hop / skip / jump technique)
	and without the ball (5 vs 2) 4. Shooting (Power and Accuracy from vari	<ol> <li>Demonstration of skill level the performance.</li> </ol>		I without the ball (5 vs 2) Shooting (Power and Accuracy from		on of skill level through game	boxes)	with tactical use of changeover	
	distances and angles)			tances and angles)	- I portonialico		4. Shot Putt	(Power and Control – Static and	
	Nothall	Netball		المطف	<u>Netball</u>		Glide positio	n – measuring technique)	
_	Netball 1. Passing and handling (Effectiveness of	5. Marking (Tactical use of defense principles in varied game situation		tball Passing and handling (Effectiveness		ctical use of defensive ried game situations)			
	decision making in game situations)	6. Creation of space to move the		decision making in game situations)		principles in varied game situations) 6. Creation of space to move the ball			
	<ol><li>Footwork (Landing and pivoting towards running footwork in drill and game</li></ol>	effectively in team play. (7 vs 7) 7. Knowledge and Understanding		ootwork (Landing and pivoting tow Ining footwork in drill and game		effectively in team play. (7 vs 7) 7. Knowledge and Understanding of			
	situations)	application of key rules in game p		lations)	-	key rules in game play.			
	3. Shooting. (Pressurised skill in contested	8. Demonstration of skill level th		hooting. (Pressurised skill in conte		ion of skill level through game			
	and competitive situations) 4. Dodging (Creation and exploitation of	performance.		d competitive situations) Dodging (Creation and exploitation	performance.				
!	space in game situations)	Volleyball	1 -	ce in game situations)	Volleyball				
,	Volleyball	<ol><li>Block (Defensive Skills in static game related situations)</li></ol>		lleyball	5. Block (Defe game related	sive Skills in static drill and ituations)			
:	1 Creation of Time and Space (Key Attackin	6. To be able to understand and a	ttempt to 1 Cre	reation of Time and Space (Key Att	cking 6. To be able	understand and attempt to			
	Principle in contested game situations) 2. Set (Performed with height and accuracy	apply attacking and defensive for front and back court play.		nciple in contested game situations set (Performed with height and acc		g and defensive formations in			
1	to create attacking width and scoring	7. Demonstration of skill level the	ough game to cr	create attacking width and scoring		on of skill level through game			
	position) 3. Defensive Volley (Performed with contro	performance. 8. Demonstration of skill level the	1 :	sition) Defensive Volley (Performed with c	performance.	on of skill level through game			
	and height to defend effectively in game	performance in a full court situat	ion. and I	height to defend effectively in gar		a full court situation.			
	situations) 4. Serve (With accuracy and depth from			iations) Serve (With accuracy and depth fro					
	either an under or overhand position)	Badminton  5. Smash shot with power from a	eithe	4. Serve (With accuracy and depth from either an under or overhand position)		Badminton 5. Smash shot with power from an overhead			
		position in drill and game situation	ns.		position in dr	and game situations.			
_	Badminton  1. Flick serve with control and precision in	6. Forehand and backhand net sh		dminton lick serve with control and precision		d backhand net shot with			
	drill and game situations.	accuracy and control in drill and g situations.	drill	l and game situations.	situations.	ontrol in drill and game			
	2. Forehand low and high serve with accuracy and control in drill and game	7. Demonstrating a range of skills		orehand low and high serve with uracy and control in drill and game		ng a range of skills and			
	accuracy and control in drill and game situations.	understanding in singles gamepla 8. Demonstrating a range of skills	,.	uracy and control in drill and game lations.		in singles gameplay. ng a range of skills and			
	3. Forehand overhead clear with accuracy	understanding in doubles gamep	ay. 3. Fo	orehand overhead clear with accur	understandin	in doubles gameplay.			
	and power in drill and game situations.  4. Drop shot with timing, control and	<u>Tennis</u>		I power in drill and game situations Prop shot with timing, control and	Tennis				
	precision in drill and game situations.	5.To demonstrate the ability to o	utwit an preci	cision in drill and game situations.	5.To demonst	ate the ability to outwit an			
	<u>Tennis</u>	opponent in a doubles game situ the appropriate skills and technic		nnis		doubles game situation using e skills and techniques.			
	1.To be able to develop the top spin	6, 7 and 8. To demonstrate the al		o be able to develop the top spin		lemonstrate the ability to			
	forehand with greater control and accuracy	outwit an opponent in a game sit	uation forel	ehand with greater control and acc	racy. outwit an opp	onent in a game situation			
	<ol><li>To be able to play the Backhand with greater spin control and accuracy.</li></ol>	using the appropriate skills and to	. cques.	To be able to play the Backhand wit ater spin control and accuracy.	using the app	opriate skills and techniques.			
3	3. To be able to play the Drop shot with	Fitness	3. To	To be able to play the Drop shot wi					
	some control and accuracy.  4. To be able to serve with power and	<ol><li>Training testing for agility (Illin test)</li></ol>		ne control and accuracy. To be able to serve with power and	5. Training test	ing for agility (Illinois agility			
	accuracy.	6. Training methods to test Flexib	ility and accu	uracy.	6. Training me	hods to test Flexibility and			
	Fitness	Power (Sit and Reach / Vertical June 7. Application and understanding		ness		Reach / Vertical Jump) and understanding of the			
:	1. Rating of perceived exertion (Borg)	Principles of Training	1. Ra	Rating of perceived exertion (Borg)	Principles of 1	aining			
	2. Training testing for aerobic Endurance (Forestry / Bleep)	8. Individual Training Performance		raining testing for aerobic Endurar restry / Bleep)	e 8. Individual 1	aining Performance			
3	3. Training testing for Muscular Endurance		3. Tra	raining testing for Muscular Endur	nce				
	(Press up / sit up)			ess up / sit up)	.				
	4. Training testing for Speed (35m sprint test)		test)	raining testing for Speed (35m spri t)					
							bulary/Co	oncepts/ideas	
		velopment; Attacking, Defending,	Sending, Receiving				chnique, Tacti	ical knowledge, Control, Acc	curacy, Height, Structure, Dodge, Block

Shared Assessment Conditions; Individual, Team, Condition, Game, Performance, Competitive, Demonstration
Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain

	WC 04/04	WC 25/04	WC 02/05	WC 09/05	WC 16/05	WC 23/05	WC 06/06	WC 13/06	WC 20/06	WC 27/06	04/07	11/07
	Softball		Softball		Softball		Softball		Softball		Softball	
	1. Throwing and Catchi	ing (Sending and	5. Hitting (Attacking ted	chniques in game	1. Throwing and Catchi	ng (Sending and	5. Hitting (Attacking te	chniques in game	1. Throwing and Catchi	ng (Sending and	5. Hitting (Attacking techr	niques in game situation)
	Receiving in drill and ga		situation)	1	Receiving in drill and ga		situation)		Receiving in drill and ga			al Knowledge and Understanding (Attacking and Defensive skills)
	2. Ground fielding Tech	nnique (Defensive	6. Development of Tact	ical Knowledge and	2. Ground fielding Tech		6. Development of Tactical Knowledge and		2. Ground fielding Tech	nique (Defensive	7. Development of Tactica	al Knowledge and Understanding (Attacking and Defensive Skills)
	fielding skills in drill an	id game play)	Understanding (Attacki	ng and Defensive	fielding skills in drill an	d game play)	Understanding (Attack	ing and Defensive	fielding skills in drill an	l game plav)	8. Demonstration of skill I	level through game performance.
		erstanding of key rules	skills)	•	3. Knowledge and under		skills)	•	3. Knowledge and unde			
	in game play	• .	7. Development of Tact	ical Knowledge and	in game play		7. Development of Tac	tical Knowledge and	rules in game play		Rounders	
	4. Bowling (Underarm 1	techniques in game	Understanding (Attacki		4. Bowling (Underarm t	techniques in game	Understanding (Attack	ing and Defensive	4. Bowling (Underarm t	echniques in game		wareness through commutation of scoring opportunities)
	situations)		Skills)	•	situations)		Skills)	•	situations)		6. Development of Tactica	al Knowledge and Understanding (execution of all techniques in game play)
	•		8. Demonstration of ski	II level through game			8. Demonstration of sk	ill level through game			7. Demonstration of skill I	level through game performance.
Term 3	Rounders		performance.		Rounders		performance.		Rounders		8. Demonstration of skill I	level through game performance.
Term 3	1. Throwing and Catchi	ing (Sending and			1. Throwing and Catchi	ng (Sending and			1. Throwing and Catchi	ng (Sending and		
	Receiving accurately ov	ver varied distances)	Rounders		Receiving accurately ov	ver varied distances)	Rounders		Receiving accurately ov	er varied distances)	Tennis	
	2. Effective ground field		5. Base Running (create	awareness through	2. Effective ground field	ding techniques	5. Base Running (create	e awareness through	2. Effective ground field	ing techniques		lity to outwit an opponent in a doubles game situation using the appropriate skills and techniques.
	(execution of all techni	iques in game play)	commutation of scoring	g opportunities)	(execution of all techni	ques in game play)	commutation of scoring	g opportunities)	(execution of all technic	ues in game play)		te the ability to outwit an opponent in a game situation using the appropriate skills and techniques.
	3. Bowling (with attack	king control and	6. Development of Tact	ical Knowledge and	3. Bowling (with attack	ing control and	6. Development of Tac	tical Knowledge and	3. Bowling (with attack	ng control and	'	
	accuracy with tactical v	variation)	Understanding (executi	ion of all techniques	accuracy with tactical v	ariation)	Understanding (execut	ion of all techniques	accuracy with tactical v	ariation)	Fitness	
	4. Batting (striking the	ball with consistency,	in game play)		4. Batting (striking the	ball with consistency,	in game play)		4. Batting (striking the	all with consistency,	5. Training testing for agil	lity (Illinois agility test)
	power and placement)		7. Demonstration of ski	II level through game	power and placement)		7. Demonstration of sk	ill level through game	power and placement)		6. Training methods to tes	st Flexibility and Power (Sit and Reach / Vertical Jump)
			performance.				performance.				7. Application and unders	standing of the Principles of Training
	<u>Tennis</u>		8. Demonstration of ski	II level through game	Tennis		8. Demonstration of sk	ill level through game	<u>Tennis</u>		8. Individual Training Perf	formance
	1.To be able to develop	p the top spin	performance.		1.To be able to develop	the top spin	performance.		1.To be able to develop	the top spin		
	forehand with greater	control and accuracy.			forehand with greater	control and accuracy.			forehand with greater	ontrol and accuracy.		
	2. To be able to play th	ne Backhand with	<u>Tennis</u>		2. To be able to play th	e Backhand with	<u>Tennis</u>		2. To be able to play th	Backhand with		
	greater spin control and		5.To demonstrate the a	bility to outwit an	greater spin control and	d accuracy.	5.To demonstrate the a	bility to outwit an	greater spin control and			
	3. To be able to play th	ne Drop shot with	opponent in a doubles	game situation using	3. To be able to play th	e Drop shot with	opponent in a doubles	game situation using	3. To be able to play th	e Drop shot with		
	some control and accur		the appropriate skills a		some control and accur	racy.	the appropriate skills a		some control and accur	acy.		
	4. To be able to serve v	with power and	6, 7 and 8. To demonstr	rate the ability to	4. To be able to serve w	vith power and	6, 7 and 8. To demonst	rate the ability to	4. To be able to serve w	ith power and		
	accuracy.		outwit an opponent in		accuracy.		outwit an opponent in	•	accuracy.			
			using the appropriate s	kills and techniques.			using the appropriate s	kills and techniques.				
	<u>Fitness</u>				Fitness				Fitness			
	1. Rating of perceived of		Fitness		1. Rating of perceived of		Fitness		1. Rating of perceived of			
	2. Training testing for a	aerobic Endurance	5. Training testing for a	gility (Illinois agility	2. Training testing for a	erobic Endurance	5. Training testing for a	gility (Illinois agility	2. Training testing for a	erobic Endurance		
	(Forestry / Bleep)		test)		(Forestry / Bleep)		test)		(Forestry / Bleep)			
	3. Training testing for N	Muscular Endurance	6. Training methods to		3. Training testing for N	Auscular Endurance	6. Training methods to		3. Training testing for N	luscular Endurance		
	(Press up / sit up)		Power (Sit and Reach /		(Press up / sit up)	1/0= 1.	Power (Sit and Reach /		(Press up / sit up)	1/0=		
	4. Training testing for S	speea (35m sprint	7. Application and unde	erstanding of the	4. Training testing for S	peea (35m sprint	7. Application and und	erstanding of the	4. Training testing for S	peed (35m sprint		
	test)		Principles of Training		test)		Principles of Training		test)			
			8. Individual Training Po	errormance			8. Individual Training P	errormance				
								Key Vocal	bulary/Concept	s/ideas		

Shared language of Components of Fitness; Speed, Strength, Aerobic Endurance, Muscular Endurance, Balance, Power, Agility, Co-ordination
Shared concepts and ideas of skill development; Attacking, Defending, Sending, Receiving, Pressure, Timing, Creation of Space, Outwitting opponents, Application of technique, Tactical knowledge, Height, Structure, Fielding, Hitting
Shared Assessment Conditions; Individual, Team, Condition, Game, Performance, Competitive, Demonstration
Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain

CIAG

PE Pathways highlighted through Alumni information and Curriculum links. (See departmental documentation)

Rochdale Hornets coaching and excellence provision.

Use of Sports Leaders course to develop leadership characteristics and opportunity for development of greater understanding of Teaching and Coaching Pathways

# **British Values**

The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations.

Democracy; Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity. Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.

Steve Lee	Imran Arain	Mark Whitehead	Lizzie Bennett
Cross Country	Cross Country	Cross Country	Cross Country
Football	Volleyball	Tennis / Badminton	Netball
Netball	Football	Volleyball	Tennis / Badminton
Rugby League	Rugby League	Rugby League	Rugby League
Fitness	Netball	Football	Volleyball
Volleyball	Fitness	Netball	Football
Athletics	Athletics	Athletics	<b>Athletics</b>
Tennis / Badminton	Softball	Fitness	Rounders
Softball	Tennis / Badminton	Rounders	Fitness
Rounders	Rounders	Softball	Softball

# **Key Stage 4: Year 10 – BTEC Sport**

### **Overall Curriculum Goals** • Development of Key Knowledge and Understanding of Unit 1 Content; Components of Fitness, Types of Training, Principles of Training, Fitness Testing Completion of Practical Performance in Sport (Unit 2) Module - Coursework Developing of independent working practice and productive access of support material WC 20/09 WC 27/09 WC 06/09 WC 13/09 WC 04/10 WC 11/10 WC 18/10 WC 01/11 WC 08/11 WC 15/11 WC 22/11 WC 29/11 WC 6/12 WC 13/12 1 Components of Fitness and 12. Components of Fitness and Fitness 26. Additional Principles of Training 6. Components of Fitness and Fitness 21. Key Questio 31. Key Question Analysis 16. Basic Principles of Training Fitness Testing (Physical) Testing (Physical) 17. Basic Principles of Training 27. Additional Principles of Training 32. Practical Sports Performance 2 Components of Fitness and 22. Practical Sports Performance 28. Additional Principles of Training 18. Basic Principles of Training 33. Practical Sports Performance Fitness Testing (Physical) 14. Practical Sport Performance 19. Basic Principles of Training 23. Practical Sports Performance 29. Additional Principles of Training 34. Practical Sports Performance 3. Components of Fitness and Testing (Skill) 15. Practical Sport Performance 24. Additional Principles of Training 35. Practical Sports Performance Term 1 Fitness Testing (Physical) 9. Components of Fitness and Fitness 25. Additional Principles of Training Testing (Skill) 10. Components of Fitness and Fitness Testing (Physical) 5. Components of Fitness and Fitness Testing (Skill) Fitness Testing (Physical) 11. Components of Fitness and Fitness Testing (Skill) Key Vocabulary/Concepts/ideas Key vocabulary language; Physical, Aerobic Endurance, Muscular Endurance, Strength, Speed, Flexibility, Body Composition, Skill, Agility, Balance, Co-ordination, Reaction Time, Power, Frequency, Intensity, Time, Type, Specificity, Progressive Overload, Individual Need, Reversibility, Variation, Adaptation, Rest and Recovery Shared concepts and ideas; Impact of training on the Components of Fitness and the physical performance of the body. Recognising the impact of Key Principles to ensure that Components of Fitness can be developed effectively when training WC 31/01 WC 07/02 WC 07/03 WC 14/03 WC 17/01 WC 24/01 WC 04/01 WC 10/01 WC 14/02 WC 28/02 21/03 28/03 36. Key Topic Recovery 41. Types of Training and Training Zones 51 - 53 Fitness Testing (All) - 58 Exam Preparation and Performance - External 46. Types of Training (Speed (Aerobic Endurance) 47. Types of Training (Speed) 52. Types of Training (Strength) 59. Practical Sports Performance 38. Key Question Analysis 42. Types of Training and Training Zones 48. Types of Training (Flexibility) 53. Types of Training (Strength) 55. Key Question Analysis 60. Practical Sports Performance 39. Practical Sport Performance 49. Types of Training (Flexibility) 40. Practical Sport Performance 43. Types of Training and Training Zones 51. Key Question Analysis (Aerobic Endurance) 44. Practical Sport Performance Term 2 Key Vocabulary/Concepts/ideas Key vocabulary language; Circuit, Continuous, Interval, Fartlek, Hollow Sprints, Acceleration Sprints, Acceleration Sprints, Static, Active, Passive, Ballistic, Proprioceptive Neuromuscular Facilitation (PNF), Sets, Repetitions, Intensity, Free Weights, Circuit, Plyometric, MSFT, Forestry, BMI, BIA, Callipers, Nomogram, Grip Dynamometer, Sit up, Press up, Sit and Reach, Illinois, Vertical Jump, Training Zones, Heart Rates, Fatigue, Validity, Reliability, Accuracy, Calibration, Evaluation, Normative Data Shared concepts and ideas; Investigating the impact that different Types of Training will have on COF and developing the understanding of the impact of Fitness Testing on preparing athletes for maximal performance WC 04/04 WC 25/04 WC 02/05 WC 09/05 WC 16/05 WC 23/05 WC 06/06 WC 13/06 WC 20/06 WC 27/06 11/07 Learning Aim A – Rules Regulations and Learning Aim B – Roles and Responsibilities Learning Aim B – Demonstration of skills, Learning Aim B – Demonstration of skills, Learning Aim C - Review of Sports earning Aim C - Review of Sports Performance ues and tactics of two sports. ques and tactics of two sports. **Practical Sports Performance Continues** Practical Sports Performance Continues **Practical Sports Performance Continues Practical Sports Performance Continues Key Vocabulary/Concepts/ideas** Key vocabulary language; Rules, Regulations, Scoring Systems, Scenarios, Officials, Performers, Skill, Technique, Tactics, Components of Fitness, Review, Analysis, Improvement Plan, Strengths, Areas for improvement Shared concepts and ideas; Supporting work completed in Unit 1, Unit 2 explores concepts of performance in sports of the performer's choice through areas such as rules, regulations and analysis of performance. Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain CIAG BTEC areas of Knowledge and Understanding and to promote PE Pathways through the wider sports industry (See Departmental Documentation) Development of Sports Leadership skills through Unit 6 participation. Wider engagement with Sports Academy providers at Level 3 and beyond **British Values** The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations. Democracy; Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity. Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.

# **Key Stage 4: Year 11**

	Overall Curricu	ulum Goals												
	• Co	mpletion of Pra	actical Performa	nce in Sport (U	Jnit 2) Module –	Coursework								
	• Co	mpletion of Le	ading Sports Act	ivities (Unit 6)	Module – Course	ework								
	• Co	mpletion of Ap	plying the Princ	iples of Trainin	g (Unit 3) Modul	e - Coursewor	k							
	• De	veloping of ind	lependent work	<u> </u>	d productive acc	ess of support	materials							
	WC 06/09	WC 13/09	WC 20/09	WC 27/09	WC 04/10	WC 11/10	WC 18/10	WC 01/11	WC 08/11	WC 15/11	WC 22/11	WC 29/11	WC 6/12	WC 13/12
	Unit 6 Learning Aim A – Identifying attributes of successful sports leadership		Unit 6 Learning Aim A – Identifying attributes of successful sports leadership		Unit 6 Learning Aim A – Identifying attributes of successful sports leadership		Unit 6 Learning Aim B – Planning and Leading a Sports activity		Learning Aim B – Planning and Leading a Sports activity		Unit 6 Learning Aim C – Review of Planning and Leading Sports activity		Unit 6 Learning Aim C – Review of Planning and Leading Sports activity  Practical Sports Performance continues	
Term 1				Practical Sports Pe continues	rformance	Practical Sports Perfort continues	mance	Practical Sports Performance continues		Practical Sports Performance continues				
										Key Vocabi	ulary/Concepts,	ideas		
	Wider responsib	oilities - Insurance	e, Child protection,	Legal obligation	s, Ethics and values	, Rules and regu	kills - Activity structure ilations; Warm Up, Wa analyse and compare	arm Down, Fee	dback, Strengths, Ar	eas for Improven	ent.		•	alities -Leadership style, Motivation, Humour, Personality; Core responsibilities - Professional conduct, Health and safety, Equality;

	WC 04/01	WC 10/01	WC 17/01	WC 24/01	WC 31/01	WC 07/02	WC 14/02	WC 28/02	WC 07/03	WC 14/03	21/03	28/03
	Unit 3		Unit 3		Unit 3		Unit 3	•	Unit 3		Unit 3	
	Learning Aim B - Asses		Learning Aim A – Desi	gning a Training	Learning Aim A – Desi	gning a Training	Learning Aim C – Impl	lementing Training	Learning Aim C – Imple	ementing Training	Learning Aim C – Implementing Training	Programme
	musculoskeletal and c		Programme		Programme Programme			nme Programme				
	systems and the impa	t on the body										
			Practical Sports Perfo	rmance continues	Practical Sports Perfor	mance continues						
	Practical Sports Perfor	mance continues										
m 2			<u> </u>									
								Ke	y Vocabulary/Cor	ncepts/ideas		
	Key vocabulary lan	guage; Musculoskel	etal system; Deltoid, B	iceps, Triceps, Pecto	ralis major, Latissimus	dorsi, External oblid	ques, Gluteus maximus	s, Quadriceps, Hamst	trings, Gastrocnemius,	Tibialis anterior, Cra	nium, Clavicle, Scapula, Ribs, Sternur	n, Humerus, Radius, Ulna, Pelvis, Femur, Patella, Tibia, Fibula. Structure and function of the synovial joints; hip,
	shoulder, knee, elb	ow. Structures of t	he Cardiovascular syst	em: Atria, Ventricle	s, Aorta, Vena Cava, Pu	lmonary artery, Pul	monary vein. Structure	es of the Respiratory	system: Lungs, Bronch	ni, Bronchioles, Alvec	oli, Diaphragm. Components of Fitnes	s, Principles of training – FITT and Additional, Fitness Testing, Planning, Analysis, Evaluation, Strengths, Areas for
	improvement.	•	•				-				•	
	Shared concepts an	d ideas; Unit 3 dev	lops a working knowle	edge and understan	ding of the Musculoske	eletal and cardioresp	iratory body systems	which are applied in	a 6 week Training plan	n to develop perform	nance in a sport of your choice. The su	ccess of the programme is then evaluated through its strengths, areas for improvement and a recognition of plan
	improve its subsequent delivery.											
	WC 04/04	WC 25/04	WC 02/05	WC 09/05	WC 16/05	WC 23/05	WC 06/06	WC 13/06	WC 20/06	WC 27/06	04/07	11/07
	Unit 3		Unit 3		Students start examin	ations		•	•			
	Learning Aim D – Revi	ew of Training	Learning Aim D – Revi	ew of Training								
	Programme		Programme		BTEC Work completion	n for those requiring an	d submission.					
								Ke	y Vocabulary/Cor	rents/ideas		
	Kov vocahularu lan	ruago, Musculosko	stal customi Doltoid P	icone Tricone Boete	ralic major. Laticcimus	darci Eutarnal ablic	nuos Clutous mavimus		, ,,		nium Clavielo Scanula Bibe Stornur	m, Humerus, Radius, Ulna, Pelvis, Femur, Patella, Tibia, Fibula. Structure and function of the synovial joints; hip,
	Key vocabulary lari				•		•				· · · · · · · · · · · · · · · · · · ·	s, Principles of training – FITT and Additional, Fitness Testing, Planning, Analysis, Evaluation, Strengths, Areas for
	مالم ممسا بيمامانيمام		ne caraiovascular syst	em: Atria, ventricie	s, Aurta, vena Cava, Pt	ilmonary artery, Pul	monary vein. Structure	es oj tne kespiratory	system: Lungs, Bronci	ii, bronchioles, Alvec	on, Diaphragm. Components of Fitnes	s, Principles of training – FITT and Additional, Fitness Testing, Planning, Analysis, Evaluation, Strengths, Areas for
		ow. Structures of t										
	improvement.	-	,									
m 3	improvement. Shared concepts an	d ideas; Unit 3 dev	,	edge and understan	ding of the Musculosk	eletal and cardioresp	oiratory body systems	which are applied in	a 6 week Training plan	n to develop perform	nance in a sport of your choice. The su	access of the programme is then evaluated through its strengths, areas for improvement and a recognition of plan
m 3	improvement. Shared concepts ar improve its subseq	d ideas; Unit 3 dev	lops a working knowle		-			which are applied in	a 6 week Training pla	n to develop perform	nance in a sport of your choice. The su	access of the programme is then evaluated through its strengths, areas for improvement and a recognition of plan
m 3	improvement. Shared concepts ar improve its subseq	d ideas; Unit 3 dev	lops a working knowle		ding of the Musculosko Analyse, Evaluate, Cre			which are applied in	a 6 week Training pla	n to develop perform	nance in a sport of your choice. The su	access of the programme is then evaluated through its strengths, areas for improvement and a recognition of plan
m 3	improvement. Shared concepts ar improve its subseq	d ideas; Unit 3 dev	lops a working knowle		-			which are applied in	a 6 week Training plan	n to develop perform	nance in a sport of your choice. The su	access of the programme is then evaluated through its strengths, areas for improvement and a recognition of plan
	improvement. Shared concepts ar improve its subseq Tier 2 Key language	d ideas; Unit 3 devo uent delivery. of assessment: List	lops a working knowle , Describe, Remember	, Understand, Apply	-	eate, Define and Exp	lain	which are applied in	-	n to develop perform	nance in a sport of your choice. The su	access of the programme is then evaluated through its strengths, areas for improvement and a recognition of pla

**British Values** 

# **Key Stage 4: Core PE**

The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations.

Democracy; Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity. Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.

	Overall Curric	ulum Goals - de	eveloping and s	upporting BTE	C PE:												
					Unit 2) Module –	Coursework											
	• Us	e of Recreation	al session to su	pport wider le	arning												
	WC 06/09	WC 13/09	WC 20/09	WC 27/09	WC 04/10	WC 11/10	WC 18/10	WC 01/11	WC 08/11	WC 15/11	WC 22/11	WC 29/11	WC 6/12	WC 13/12			
	Sporting Option	<u>ons</u>						Sporting Option	s								
	Football								_								
	Netball							Football									
Term 1	Badminton							Basketball	Fitness								
								Titiless									
	WC 04/01	WC 10/0	01 WC	17/01	WC 24/01	WC 31/01	WC 07/02	WC 14/02	WC 28/02	WC 07/0	3 WC -	4/03	21/03	28/03			
	Sporting Option	<u>ons</u>						Sporting Option	<u>s</u>								
	Volleyball							Dance									
Term 2	Trampolining							Rugby league									
Term 2	Fitness							Basketball									
	WC 04/04	WC 25/0	04 WC	02/05	WC 09/05	WC 16/05	WC 23/05	WC 06/06	WC 13/06	WC 20/0	6 WC 2	7/06	04/07	11/07			
	Sporting Option	<u>ons</u>						Sporting Option	<u>s</u>								
Town 2	Athletics	:-!-!:						Tennis Striking and Fiel	ding Games								
Term 3	Striking and F	ieiding Games						Juliking and Fiel	unig Games								
								<u> </u>		Bulatula Mail							
The rule of law	r. Sporting rules al	ways followed by	students within	varied sporting o	ontexts and compe	titive situations				British Value	S						
c raic or law	, sporting raics ar	, s ionomea by	Judgenits within	-uu sporting t	otexts and compe												

Democracy; Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity.

Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.