

**Key Stage 3: Year 7**

Term 1	<p><b>Overall Curriculum Goals - developing the following Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Co-ordination and the application of all components of fitness.</li> <li>How to work with aspirations towards a target or goal.</li> <li>How to take on and develop leadership roles and responsibility within sessions.</li> <li>To develop key skills in the sporting areas to be covered as part of the pupil's broader education</li> <li>To progress the students in a more competitive environment with an emphasis on the movement to extra-curricular competition.</li> </ul>													
	<p><b>Key Year Aim - To develop key skills in the sporting areas to be covered as part of the pupil's sporting education.</b> The focus of the year is to create the building blocks of performance in the sporting areas of study outlined below.</p>													
	<p><b>All activities are delivered on a carousel with groups completing one of the sporting areas in the terms listed below;</b></p>													
	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
	<p><b>Cross Country</b></p> <ol style="list-style-type: none"> <li>Use of MSFT to assess aerobic endurance and speed.</li> <li>Pacing.</li> <li>Gradient and Terrain technique variation.</li> <li>Team Racing over extended distance.</li> <li><b>Individual race performance</b></li> </ol>	<p><b>Football</b></p> <ol style="list-style-type: none"> <li>Dribbling (Some Control and Accuracy in drill conditions)</li> <li>Passing (Sending and Receiving over short distances)</li> <li>Creation of Space through movement with and without the ball (3 vs 1)</li> <li>Shooting (Some Power and Accuracy from close range)</li> </ol> <p><b>Netball</b></p> <ol style="list-style-type: none"> <li>Passing and handling (Sending and Receiving over varied distances)</li> <li>Footwork (Landing and pivoting in drill situations)</li> <li>Shooting. (BEEF development in static drill situations)</li> <li>Dodging (Development of attacking principle in drill situations)</li> </ol> <p><b>Volleyball</b></p> <ol style="list-style-type: none"> <li>Creation of Time and Space (Key Attacking Principle in small sided conditioned games)</li> <li>Set (Performed with some Control, Height and Accuracy in drill situations)</li> <li>Defensive Volley (Performed with some Control, Height and Accuracy in drill situations)</li> <li>Serve (With some accuracy from an underhand position)</li> </ol> <p><b>Badminton</b></p> <ol style="list-style-type: none"> <li>Grip and flick serve technique with some control and accuracy.</li> <li>Forehand low serve with some control and accuracy.</li> <li>Forehand overhead clear with some power in drill situations.</li> <li>Forehand drop shot with some control in drill situations.</li> </ol> <p><b>Tennis</b></p> <ol style="list-style-type: none"> <li>To be able to develop knowledge of how to hold the racket and demonstrate accurate ball control.</li> <li>To be able to play the forehand with control and accuracy.</li> <li>To be able to play the Backhand with some control and accuracy.</li> <li>To be able to play the Volley with some control and accuracy.</li> </ol>	<p><b>Football</b></p> <ol style="list-style-type: none"> <li>Tackling (With some Strength and Timing in 1 vs. 1 situations)</li> <li>Heading (Attacking and Defensive context)</li> <li>Width (Key attacking principle extending game play effectiveness)</li> <li><b>Demonstration of skill level through game performance.</b></li> </ol> <p><b>Netball</b></p> <ol style="list-style-type: none"> <li>Marking (Positioning and defensive principles in 1 vs 1 situations)</li> <li>Creation of space through movement off the ball. (2 vs 2)</li> <li>Knowledge and Understanding of application of key rules in game play.</li> <li><b>Demonstration of skill level through game performance.</b></li> </ol> <p><b>Volleyball</b></p> <ol style="list-style-type: none"> <li>Spike (Attacking Skills in static drill situations)</li> <li>Block (Defensive Skills in static drill situations)</li> <li><b>Demonstration of skill level through game performance.</b></li> <li><b>Demonstration of skill level through game performance.</b></li> </ol> <p><b>Badminton</b></p> <ol style="list-style-type: none"> <li>Smash shot with some power within a drill situation.</li> <li>Forehand net shot with some accuracy in drill situations.</li> <li><b>Demonstrating a range of skills and understanding in singles gameplay.</b></li> <li><b>Demonstrating a range of skills and understanding in doubles gameplay.</b></li> </ol> <p><b>Tennis</b></p> <ol style="list-style-type: none"> <li>To be able to serve with some power and accuracy.</li> <li><b>6, 7, 8. 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**Key Vocabulary/Concepts/ideas**

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

Term 3	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
	<p><b>Athletics</b></p> <p>1. Middle Distance Running (Pacing and Aerobic Endurance – Team activity)</p> <p>2. Sprinting (Speed and Power over 60m from a sprint start position)</p> <p>3. Relays (Teamwork with up-sweep and down-sweep changeovers)</p> <p>4. Shot Putt (Power and Control – Static position)</p> <p>5. Discus (Power and Control – Static position)</p> <p><b>Softball</b></p> <p>1. Throwing and Catching (Sending and Receiving over short distances from a static position)</p> <p>2. Ground fielding Technique (Defensive fielding skills using the scoop technique)</p> <p>3. Knowledge and understanding of key rules in game play</p> <p>4. Bowling (Underarm technique with some control and power)</p> <p><b>Rounders</b></p> <p>1. Throwing and Catching (Sending and Receiving over short distances)</p> <p>2. Effective ground fielding techniques (use of long barrier)</p> <p>3. Bowling (with some control and accuracy)</p> <p>4. Batting (striking the ball with some consistency)</p> <p><b>Tennis</b></p> <p>1. To be able to develop knowledge of how to hold the racket and demonstrate accurate ball control.</p> <p>2. To be able to play the forehand with control and accuracy.</p> <p>3. To be able to play the Backhand with some control and accuracy.</p> <p>4. To be able to play the Volley with some control and accuracy.</p> <p><b>Fitness</b></p> <p>1. Heart Rate (To be able to monitor and assess the short-term Impact of exercise)</p> <p>2. Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval)</p> <p>3. Training methods to develop Muscular Endurance (Circuit)</p> <p>4. Training methods to develop Reaction Time and Speed (Hollow Sprints / Acceleration Sprints / Interval)</p>	<p><b>Athletics</b></p> <p>1. Javelin (Control, Power and Speed – Static position)</p> <p>7. High Jump (Power and Height using scissors technique)</p> <p>8. 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 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.  
 Transferability of skills through cross-curricular links.

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 3: Year 8

Term 1	Overall Curriculum Goals - developing the following Big Ideas:													
	<ul style="list-style-type: none"> <li>Co-ordination and the application of all components of fitness.</li> <li>How to work with aspirations towards a target or goal.</li> <li>How to take on and develop leadership roles and responsibility within sessions.</li> <li>To progress the students in a more competitive environment with an emphasis on the movement to extra-curricular competition.</li> </ul>													
	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.														
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 06/12	WC 13/12
	<b>Cross Country</b> 1. Use of MSFT to assess aerobic endurance and speed. 2. Pacing. 3. Gradient and Terrain technique variation. 4. Team Racing over extended distance. 5. Individual race performance	<b>Football</b> 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)  <b>Netball</b> 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)  <b>Volleyball</b> 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 to create point scoring positions from an underhand position) 4. Spike (Attacking Skills in static drill and game related situations)  <b>Badminton</b> 1. Flick serve from a backhand position with some control and precision in drill situations. 2. Forehand low and high serve with some accuracy and control in drill situations. 3. Forehand clear with some power and accuracy in drill situations. 4. Execute drop shot with some control and precision in drill situations.  <b>Tennis</b> 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.	<b>Football</b> 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.  <b>Netball</b> 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.  <b>Volleyball</b> 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. Demonstrating a range of skills and understanding in doubles gameplay.  <b>Badminton</b> 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 gameplay.  <b>Tennis</b> 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.	<b>Football</b> 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.  <b>Netball</b> 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.  <b>Volleyball</b> 5. 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Ball Carrying and Passing (With control and accuracy when carrying and passing over intermediate distances) 2. Tackling Technique (With Safety and 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.	<b>Rugby League</b> 5. Creation of Defensive Line Structure (To map and maintain a line defensive position) 6. Development of decision making in attacking and defensive positions. 7. Kicking (To be able to kick the ball with some control in attacking play using varied techniques) 8. Demonstration of skill level through game performance.	<b>Football</b> 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.  <b>Netball</b> 5. 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<b>Key Vocabulary/Concepts/ideas</b>														
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Term 2	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
	<p><b>Football</b></p> <ol style="list-style-type: none"> <li>Dribbling (Control and Accuracy in drill and small sided game conditions)</li> <li>Passing (Sending and Receiving over short and long distances)</li> <li>Creation of Space through movement with and without the ball (4 vs. 2)</li> <li>Shooting (Some Power and Accuracy from varied distances)</li> </ol> <p><b>Netball</b></p> <ol style="list-style-type: none"> <li>Passing and handling (Sending and Receiving over varied distances in game situations)</li> <li>Footwork (Landing and pivoting in drill and game situations)</li> <li>Shooting. 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**Key Vocabulary/Concepts/ideas**

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

Term 3	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
	<p><b>Softball</b></p> <ol style="list-style-type: none"> <li>Throwing and Catching (Sending and Receiving over varied distances using a crow hop technique)</li> <li>Ground fielding Technique (Defensive fielding skills using varied glove techniques)</li> <li>Knowledge and understanding of key rules in game play</li> <li>Bowling (Underarm technique with some control, power and variation)</li> </ol> <p><b>Rounders</b></p> <ol style="list-style-type: none"> <li>Throwing and Catching (Sending and Receiving over varied distances)</li> <li>Effective ground fielding techniques (use of one and two handed pickups when accelerating to the ball)</li> <li>Bowling (with control and accuracy and some tactical variation)</li> <li>Batting (striking the ball with some consistency and placement)</li> </ol> <p><b>Tennis</b></p> <ol style="list-style-type: none"> <li>To be able to develop the forehand with greater control and accuracy.</li> <li>To be able to play the Backhand with greater control and accuracy.</li> <li>To be able to play the Volley with some control and accuracy.</li> </ol>	<p><b>Softball</b></p> <ol style="list-style-type: none"> <li>Hitting (Attacking batting technique to varied angles of the field)</li> <li>Development of Tactical Knowledge and Understanding (Attacking and Defensive skills)</li> <li>Development of Tactical Knowledge and Understanding (Attacking and Defensive Skills)</li> <li><b>Demonstration of skill level through game performance.</b></li> </ol> <p><b>Rounders</b></p> <ol style="list-style-type: none"> <li>Deep fielding (to know and understand the importance of positioning of deep fielders in game play and use of relay throw techniques)</li> <li>Development of Tactical Knowledge and Understanding (to know and understand defensive field placings to gain a tactical advantage)</li> <li><b>Demonstration of skill level through game performance.</b></li> <li><b>Demonstration of skill level through game performance.</b></li> </ol> <p><b>Tennis</b></p> <ol style="list-style-type: none"> <li>To demonstrate the ability to outwit an opponent in a doubles game situation using the appropriate skills and techniques.</li> <li><b>6, 7 and 8. 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<p>4. To be able to serve with greater power and accuracy.</p> <p><b>Fitness</b></p> <ol style="list-style-type: none"> <li>1. Training zones (Thresholds and aerobic and anaerobic zones)</li> <li>2. Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval)</li> <li>3. Training methods to develop Muscular Endurance (Circuit)</li> <li>4. Training methods to develop Reaction Time and Speed (Hollow Sprints / Acceleration Sprints / Interval)</li> </ol>	<p>5. To demonstrate the ability to outwit an opponent in a doubles game situation using the appropriate skills and techniques.</p> <p><b>6, 7 and 8. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.</b></p> <p><b>Fitness</b></p> <ol style="list-style-type: none"> <li>5. Training Methods to develop Agility (Plyometric, SAQ Training)</li> <li>6. Training methods to develop Co-ordination (Pressure training)</li> <li>7. Application and understanding of the Principles of Training</li> <li><b>8. Individual Training Performance</b></li> </ol>	<p>4. To be able to serve with greater power and accuracy.</p> <p><b>Fitness</b></p> <ol style="list-style-type: none"> <li>1. Training zones (Thresholds and aerobic and anaerobic zones)</li> <li>2. Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval)</li> <li>3. Training methods to develop Muscular Endurance (Circuit)</li> <li>4. Training methods to develop Reaction Time and Speed (Hollow Sprints / Acceleration Sprints / Interval)</li> </ol>	<p>5. To demonstrate the ability to outwit an opponent in a doubles game situation using the appropriate skills and techniques.</p> <p><b>6, 7 and 8. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.</b></p> <p><b>Fitness</b></p> <ol style="list-style-type: none"> <li>5. Training Methods to develop Agility (Plyometric, SAQ Training)</li> <li>6. Training methods to develop Co-ordination (Pressure training)</li> <li>7. Application and understanding of the Principles of Training</li> <li><b>8. Individual Training Performance</b></li> </ol>	<p>4. To be able to serve with greater power and accuracy.</p> <p><b>Fitness</b></p> <ol style="list-style-type: none"> <li>1. Training zones (Thresholds and aerobic and anaerobic zones)</li> <li>2. Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval)</li> <li>3. Training methods to develop Muscular Endurance (Circuit)</li> <li>4. Training methods to develop Reaction Time and Speed (Hollow Sprints / Acceleration Sprints / Interval)</li> </ol>	
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<p>Shared language of Components of Fitness; Speed, Strength, Aerobic Endurance, Muscular Endurance, Balance, Power, Agility, Co-ordination</p> <p>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</p> <p>Shared Assessment conditions; Individual, Team, Condition, Game, Performance, Competitive, Demonstration</p> <p><b>Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain</b></p>					
<b>CIAG</b>					
<p>PE Pathways highlighted through Alumni information and Curriculum links. (See departmental documentation)</p> <p>Rochdale Hornets coaching and excellence provision.</p> <p>Healthy Lifestyle Champions to promote physical engagement through leadership and participation</p>					
<b>British Values</b>					
<p>The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations.</p> <p>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.</p> <p>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.</p>					

### Key Stage 3: Year 9

<b>Term 1</b>	<p><b>Overall Curriculum Goals - developing the following Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Co-ordination and the application of all components of fitness.</li> <li>• How to work with aspirations towards a target or goal.</li> <li>• How to take on and develop leadership roles and responsibility within sessions.</li> <li>• To ensure the effective transition to BTEC PE through greater use of independent learning</li> </ul>													
	<p><b>Key Year Aim</b> - To ensure the effective <i>transition to BTEC PE</i> through greater use of independent learning and game play.</p> <p>The aspiration for the year is to ensure that students continue to develop their tactical understanding and performance whilst familiarising those students who will be looking to progress on the BTEC Sport pathway with key terminology.</p>													
	<p><b>All activities are delivered on a carousel with groups completing one of the sporting areas in the terms listed below;</b></p>													
	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
	<p><b>Cross Country</b></p> <ol style="list-style-type: none"> <li>1. Use of MSFT to assess aerobic endurance and speed.</li> <li>2. Pacing.</li> <li>3. Gradient and Terrain technique variation.</li> <li>4. Team Racing over extended distance.</li> <li><b>5. Individual race performance</b></li> </ol>	<p><b>Football</b></p> <ol style="list-style-type: none"> <li>1. Dribbling (Control and Accuracy in small sided and full game conditions)</li> <li>2. Passing (Sending and Receiving over varied distances in pressurised conditions)</li> <li>3. Creation of Space through movement with and without the ball (5 vs 2)</li> <li>4. Shooting (Power and Accuracy from varied distances and angles)</li> </ol> <p><b>Netball</b></p> <ol style="list-style-type: none"> <li>1. Passing and handling (Effectiveness of decision making in game situations)</li> <li>2. Footwork (Landing and pivoting towards running footwork in drill and game situations)</li> <li>3. Shooting. (Pressurised skill in contested and competitive situations)</li> <li>4. Dodging (Creation and exploitation of space in game situations)</li> </ol> <p><b>Volleyball</b></p> <ol style="list-style-type: none"> <li>1. Set (Performed tactically with control, height and accuracy to create attacking opportunities in drill and game situations)</li> <li>2. Defensive Volley (Performed with control, height and accuracy in defensive drill and game situations)</li> <li>3. Serve (With accuracy to create point scoring positions from an underhand position)</li> <li>4. Spike (Attacking Skills in static drill and game related situations)</li> </ol> <p><b>Badminton</b></p> <ol style="list-style-type: none"> <li>1. Flick serve with control and precision in drill and game situations.</li> <li>2. Forehand low and high serve with accuracy and control in drill and game situations.</li> <li>3. Forehand overhead clear with accuracy and power in drill and game situations.</li> <li>4. Drop shot with timing, control and precision in drill and game situations.</li> </ol>	<p><b>Football</b></p> <ol style="list-style-type: none"> <li>5. Tackling (With Strength and Timing in conditioned game situations)</li> <li>6. Heading (Attacking and Defensive context)</li> <li>7. Width (Key attacking principle extending game play effectiveness)</li> <li><b>8. Demonstration of skill level through game performance.</b></li> </ol> <p><b>Netball</b></p> <ol style="list-style-type: none"> <li>5. Marking (Tactical use of defensive principles in varied game situations)</li> <li>6. Creation of space to move the ball effectively in team play. (7 vs 7)</li> <li>7. Knowledge and Understanding of application of key rules in game play.</li> <li><b>8. Demonstration of skill level through game performance.</b></li> </ol> <p><b>Volleyball</b></p> <ol style="list-style-type: none"> <li>5. Block (Defensive Skills in static drill and game related situations)</li> <li>6. To be able to understand and attempt to apply attacking and defensive formations in front and back court play.</li> <li><b>7. Demonstration of skill level through game performance.</b></li> <li><b>8. Demonstration of skill level through game performance in a full court situation.</b></li> </ol> <p><b>Badminton</b></p> <ol style="list-style-type: none"> <li>5. Smash shot with power from an overhead position in drill and game situations.</li> <li>6. Forehand and backhand net shot with accuracy and control in drill and game situations.</li> <li><b>7. Demonstrating a range of skills and understanding in singles gameplay.</b></li> <li><b>8. Demonstrating a range of skills and understanding in doubles gameplay.</b></li> </ol>	<p><b>Football</b></p> <ol style="list-style-type: none"> <li>1. Dribbling (Control and Accuracy in small sided and full game conditions)</li> <li>2. Passing (Sending and Receiving over varied distances in pressurised conditions)</li> <li>3. Creation of Space through movement with and without the ball (5 vs 2)</li> <li>4. Shooting (Power and Accuracy from varied distances and angles)</li> </ol> <p><b>Netball</b></p> <ol style="list-style-type: none"> <li>1. Passing and handling (Effectiveness of decision making in game situations)</li> <li>2. Footwork (Landing and pivoting towards running footwork in drill and game situations)</li> <li>3. Shooting. (Pressurised skill in contested and competitive situations)</li> <li>4. Dodging (Creation and exploitation of space in game situations)</li> </ol> <p><b>Volleyball</b></p> <ol style="list-style-type: none"> <li>1 Creation of Time and Space (Key Attacking Principle in contested game situations)</li> <li>2. Set (Performed with height and accuracy to create attacking width and scoring position)</li> <li>3. Defensive Volley (Performed with control and height to defend effectively in game situations)</li> <li>4. Serve (With accuracy and depth from either an under or overhand position)</li> </ol> <p><b>Badminton</b></p> <ol style="list-style-type: none"> <li>1. Flick serve with control and precision in drill and game situations.</li> <li>2. Forehand low and high serve with accuracy and control in drill and game situations.</li> <li>3. Forehand overhead clear with accuracy and power in drill and game situations.</li> <li>4. Drop shot with timing, control and precision in drill and game situations.</li> </ol> <p><b>Tennis</b></p>	<p><b>Rugby League</b></p> <ol style="list-style-type: none"> <li>1. Ball Carrying and Passing (With control, accuracy and width in attacking play)</li> <li>2. Tackling Technique (With safety and control in individual and 2 man tackling positions)</li> <li>3. Play the Ball (Speed and creation of attacking space and width from the ruck position)</li> <li>4. Knowledge and Understanding of application of key rules in game play.</li> </ol>	<p><b>Rugby League</b></p> <ol style="list-style-type: none"> <li>5. Creation of Defensive Line Structure (Mapping and pressing in defensive play)</li> <li>6. Development of decision making in attacking and defensive positions.</li> <li>7. Kicking and Catching (Defending with some success using high catching technique)</li> <li><b>8. Demonstration of skill level through game performance.</b></li> </ol>	<p><b>Football</b></p> <ol style="list-style-type: none"> <li>5. Tackling (With Strength and Timing in conditioned game situations)</li> <li>6. Heading (Attacking and Defensive context)</li> <li>7. Width (Key attacking principle extending game play effectiveness)</li> <li><b>8. Demonstration of skill level through game performance.</b></li> </ol> <p><b>Netball</b></p> <ol style="list-style-type: none"> <li>5. Marking (Tactical use of defensive principles in varied game situations)</li> <li>6. 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<b>Term 2</b>	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
	<p><b>Football</b></p> <ol style="list-style-type: none"> <li>1. Dribbling (Control and Accuracy in small sided and full game conditions)</li> <li>2. Passing (Sending and Receiving over varied distances in pressurised conditions)</li> <li>3. Creation of Space through movement with and without the ball (5 vs 2)</li> <li>4. Shooting (Power and Accuracy from varied distances and angles)</li> </ol> <p><b>Netball</b></p> <ol style="list-style-type: none"> <li>1. Passing and handling (Effectiveness of decision making in game situations)</li> <li>2. Footwork (Landing and pivoting towards running footwork in drill and game situations)</li> <li>3. Shooting. (Pressurised skill in contested and competitive situations)</li> <li>4. Dodging (Creation and exploitation of space in game situations)</li> </ol> <p><b>Volleyball</b></p> <ol style="list-style-type: none"> <li>1 Creation of Time and Space (Key Attacking Principle in contested game situations)</li> <li>2. 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To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.</li> </ol> <p><b>Fitness</b></p> <ol style="list-style-type: none"> <li>5. Training testing for agility (Illinois agility test)</li> <li>6. Training methods to test Flexibility and Power (Sit and Reach / Vertical Jump)</li> <li>7. Application and understanding of the Principles of Training</li> <li>8. Individual Training Performance</li> </ol>	<p><b>Athletics</b></p> <ol style="list-style-type: none"> <li>1. Middle Distance Running (Pacing and Aerobic Endurance – Individual activity)</li> <li>2. Sprinting (Speed and Power over 200m from a sprint start position)</li> <li>3. Relays (Up-sweep and down-sweep changeovers with tactical use of changeover boxes)</li> <li>4. Shot Putt (Power and Control – Static and Glide position – measuring technique)</li> </ol>	<p><b>Athletics</b></p> <ol style="list-style-type: none"> <li>5. Discus (Power and Control – Static and rotational position – measuring technique)</li> <li>6. Javelin (Control, Power and Speed – Static and approach technique – measuring technique)</li> <li>7. High Jump (Power and Height using scissors and Fosbury technique)</li> <li>8. Long Jump (Power, Height and Speed using hang and stride technique)</li> <li>9. Triple Jump (Power, Height and Speed using hop / skip / jump technique)</li> </ol>						

**Key Vocabulary/Concepts/ideas**

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 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	
<b>Term 3</b>	<p><b>Softball</b></p> <ol style="list-style-type: none"> <li>1. Throwing and Catching (Sending and Receiving in drill and game situations)</li> <li>2. Ground fielding Technique (Defensive fielding skills in drill and game play)</li> <li>3. Knowledge and understanding of key rules in game play</li> <li>4. Bowling (Underarm techniques in game situations)</li> </ol> <p><b>Rounders</b></p> <ol style="list-style-type: none"> <li>1. Throwing and Catching (Sending and Receiving accurately over varied distances)</li> <li>2. Effective ground fielding techniques (execution of all techniques in game play)</li> <li>3. Bowling (with attacking control and accuracy with tactical variation)</li> <li>4. Batting (striking the ball with consistency, power and placement)</li> </ol> <p><b>Tennis</b></p> <ol style="list-style-type: none"> <li>1. To be able to develop the top spin forehand with greater control and accuracy.</li> <li>2. To be able to play the Backhand with greater spin control and accuracy.</li> <li>3. To be able to play the Drop shot with some control and accuracy.</li> <li>4. To be able to serve with power and accuracy.</li> </ol> <p><b>Fitness</b></p> <ol style="list-style-type: none"> <li>1. Rating of perceived exertion (Borg)</li> <li>2. Training testing for aerobic Endurance (Forestry / Bleep)</li> <li>3. Training testing for Muscular Endurance (Press up / sit up)</li> <li>4. Training testing for Speed (35m sprint test)</li> </ol>	<p><b>Softball</b></p> <ol style="list-style-type: none"> <li>5. Hitting (Attacking techniques in game situation)</li> <li>6. Development of Tactical Knowledge and Understanding (Attacking and Defensive skills)</li> <li>7. Development of Tactical Knowledge and Understanding (Attacking and Defensive skills)</li> <li>8. <b>Demonstration of skill level through game performance.</b></li> </ol> <p><b>Rounders</b></p> <ol style="list-style-type: none"> <li>5. Base Running (create awareness through commutation of scoring opportunities)</li> <li>6. Development of Tactical Knowledge and Understanding (execution of all techniques in game play)</li> <li>7. <b>Demonstration of skill level through game performance.</b></li> <li>8. <b>Demonstration of skill level through game performance.</b></li> </ol> <p><b>Tennis</b></p> <ol style="list-style-type: none"> <li>5. To demonstrate the ability to outwit an opponent in a doubles game situation using the appropriate skills and techniques.</li> <li>6, 7 and 8. <b>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.</b></li> </ol> <p><b>Fitness</b></p> <ol style="list-style-type: none"> <li>5. Training testing for agility (Illinois agility test)</li> <li>6. Training methods to test Flexibility and Power (Sit and Reach / Vertical Jump)</li> <li>7. 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	<b>CIAG</b>												
	<p>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</p>												
	<b>British Values</b>												
<p>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.</p>													

<b>Steve Lee</b>	<b>Imran Arain</b>	<b>Mark Whitehead</b>	<b>Lizzie Bennett</b>
<b>Cross Country</b>	<b>Cross Country</b>	<b>Cross Country</b>	<b>Cross Country</b>
<b>Football</b>	<b>Volleyball</b>	<b>Tennis / Badminton</b>	<b>Netball</b>
<b>Netball</b>	<b>Football</b>	<b>Volleyball</b>	<b>Tennis / Badminton</b>
<b>Rugby League</b>	<b>Rugby League</b>	<b>Rugby League</b>	<b>Rugby League</b>
<b>Fitness</b>	<b>Netball</b>	<b>Football</b>	<b>Volleyball</b>
<b>Volleyball</b>	<b>Fitness</b>	<b>Netball</b>	<b>Football</b>
<b>Athletics</b>	<b>Athletics</b>	<b>Athletics</b>	<b>Athletics</b>
<b>Tennis / Badminton</b>	<b>Softball</b>	<b>Fitness</b>	<b>Rounders</b>
<b>Softball</b>	<b>Tennis / Badminton</b>	<b>Rounders</b>	<b>Fitness</b>
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## Key Stage 4: Year 10 – BTEC Sport

Overall Curriculum Goals																																								
<ul style="list-style-type: none"> <li>Development of Key Knowledge and Understanding of Unit 1 Content; Components of Fitness, Types of Training, Principles of Training, Fitness Testing</li> <li>Completion of Practical Performance in Sport (Unit 2) Module – Coursework</li> <li>Developing of independent working practice and productive access of support material</li> </ul>																																								
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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																																								
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Key vocabulary language; Circuit, Continuous, Interval, Fartlek, Hollow Sprints, Acceleration Sprints, Interval 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																																								
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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																																								
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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																																								
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## Key Stage 4: Year 11

Overall Curriculum Goals																																								
<ul style="list-style-type: none"> <li>Completion of Practical Performance in Sport (Unit 2) Module – Coursework</li> <li>Completion of Leading Sports Activities (Unit 6) Module – Coursework</li> <li>Completion of Applying the Principles of Training (Unit 3) Module - Coursework</li> <li>Developing of independent working practice and productive access of support materials</li> </ul>																																								
<table border="1"> <thead> <tr> <th>WC 06/09</th> <th>WC 13/09</th> <th>WC 20/09</th> <th>WC 27/09</th> <th>WC 04/10</th> <th>WC 11/10</th> <th>WC 18/10</th> <th>WC 01/11</th> <th>WC 08/11</th> <th>WC 15/11</th> <th>WC 22/11</th> <th>WC 29/11</th> <th>WC 6/12</th> <th>WC 13/12</th> </tr> </thead> <tbody> <tr> <td colspan="2">Unit 6 Learning Aim A – Identifying attributes of successful sports leadership  Practical Sports Performance continues</td> <td colspan="2">Unit 6 Learning Aim A – Identifying attributes of successful sports leadership  Practical Sports Performance continues</td> <td colspan="2">Unit 6 Learning Aim A – Identifying attributes of successful sports leadership  Practical Sports Performance continues</td> <td colspan="2">Unit 6 Learning Aim B – Planning and Leading a Sports activity  Practical Sports Performance continues</td> <td colspan="2">Unit 6 Learning Aim B – Planning and Leading a Sports activity  Practical Sports Performance continues</td> <td colspan="2">Unit 6 Learning Aim C – Review of Planning and Leading Sports activity  Practical Sports Performance continues</td> <td colspan="2">Unit 6 Learning Aim C – Review of Planning and Leading Sports activity  Practical Sports Performance continues</td> </tr> </tbody> </table>													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  Practical Sports Performance continues		Unit 6 Learning Aim A – Identifying attributes of successful sports leadership  Practical Sports Performance continues		Unit 6 Learning Aim A – Identifying attributes of successful sports leadership  Practical Sports Performance continues		Unit 6 Learning Aim B – Planning and Leading a Sports activity  Practical Sports Performance continues		Unit 6 Learning Aim B – Planning and Leading a Sports activity  Practical Sports Performance continues		Unit 6 Learning Aim C – Review of Planning and Leading Sports activity  Practical Sports Performance continues		Unit 6 Learning Aim C – Review of Planning and Leading Sports activity  Practical Sports Performance continues	
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Key vocabulary language; Skills - Communication, Organisation of equipment, Knowledge; Advanced skills - Activity structure, Target setting, Use of language, Evaluation; Qualities - Appearance, Enthusiasm, Confidence; Additional qualities - Leadership style, Motivation, Humour, Personality; Core responsibilities - Professional conduct, Health and safety, Equality; Wider responsibilities - Insurance, Child protection, Legal obligations, Ethics and values, Rules and regulations; Warm Up, Warm Down, Feedback, Strengths, Areas for Improvement. Shared concepts and ideas; Unit 6 develops skills and qualities of leadership with students required to analyse and compare successful leaders before planning, delivering and evaluating a successful session in a sport of their choice																																								



Term 2	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 Learning Aim B – Assessment of the musculoskeletal and cardio-respiratory systems and the impact on the body  Practical Sports Performance continues		Unit 3 Learning Aim A – Designing a Training Programme  Practical Sports Performance continues		Unit 3 Learning Aim A – Designing a Training Programme  Practical Sports Performance continues		Unit 3 Learning Aim C – Implementing Training Programme		Unit 3 Learning Aim C – Implementing Training Programme		Unit 3 Learning Aim C – Implementing Training Programme	
	<b>Key Vocabulary/Concepts/ideas</b>											
Key vocabulary language; <i>Musculoskeletal system</i> ; Deltoid, Biceps, Triceps, Pectoralis major, Latissimus dorsi, External obliques, Gluteus maximus, Quadriceps, Hamstrings, Gastrocnemius, Tibialis anterior, Cranium, Clavicle, Scapula, Ribs, Sternum, Humerus, Radius, Ulna, Pelvis, Femur, Patella, Tibia, Fibula. <i>Structure and function of the synovial joints</i> ; hip, shoulder, knee, elbow. <i>Structures of the Cardiovascular system</i> : Atria, Ventricles, Aorta, Vena Cava, Pulmonary artery, Pulmonary vein. <i>Structures of the Respiratory system</i> : Lungs, Bronchi, Bronchioles, Alveoli, Diaphragm. Components of Fitness, Principles of training – FITT and Additional, Fitness Testing, Planning, Analysis, Evaluation, Strengths, Areas for improvement. Shared concepts and ideas; Unit 3 develops a working knowledge and understanding of the Musculoskeletal and cardiorespiratory body systems which are applied in a 6 week Training plan to develop performance in a sport of your choice. The success of the programme is then evaluated through its strengths, areas for improvement and a recognition of plans to improve its subsequent delivery.												
Term 3	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 Learning Aim D – Review of Training Programme		Unit 3 Learning Aim D – Review of Training Programme		Students start examinations  BTEC Work completion for those requiring and submission.							
	<b>Key Vocabulary/Concepts/ideas</b>											
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<b>CIAG</b>												
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												
<b>British Values</b>												
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: Core PE

Term 1	<b>Overall Curriculum Goals - developing and supporting BTEC PE:</b>												
	<ul style="list-style-type: none"> <li>Completion of Practical Performance in Sport (Unit 2) Module – Coursework</li> <li>Use of Recreational session to support wider learning</li> </ul>												
	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
<u>Sporting Options</u>  Football Netball Badminton							<u>Sporting Options</u>  Football Basketball Fitness						
Term 2	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	
	<u>Sporting Options</u>  Volleyball Trampoline Fitness							<u>Sporting Options</u>  Dance Rugby league Basketball					
	<b>Key Vocabulary/Concepts/ideas</b>												
Term 3	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	
	<u>Sporting Options</u>  Athletics Striking and Fielding Games							<u>Sporting Options</u>  Tennis Striking and Fielding Games					
	<b>Key Vocabulary/Concepts/ideas</b>												
Key vocabulary language; <i>Musculoskeletal system</i> ; Deltoid, Biceps, Triceps, Pectoralis major, Latissimus dorsi, External obliques, Gluteus maximus, Quadriceps, Hamstrings, Gastrocnemius, Tibialis anterior, Cranium, Clavicle, Scapula, Ribs, Sternum, Humerus, Radius, Ulna, Pelvis, Femur, Patella, Tibia, Fibula. <i>Structure and function of the synovial joints</i> ; hip, shoulder, knee, elbow. <i>Structures of the Cardiovascular system</i> : Atria, Ventricles, Aorta, Vena Cava, Pulmonary artery, Pulmonary vein. <i>Structures of the Respiratory system</i> : Lungs, Bronchi, Bronchioles, Alveoli, Diaphragm. Components of Fitness, Principles of training – FITT and Additional, Fitness Testing, Planning, Analysis, Evaluation, Strengths, Areas for improvement. Shared concepts and ideas; Unit 3 develops a working knowledge and understanding of the Musculoskeletal and cardiorespiratory body systems which are applied in a 6 week Training plan to develop performance in a sport of your choice. The success of the programme is then evaluated through its strengths, areas for improvement and a recognition of plans to improve its subsequent delivery. <b>Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain</b>													
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