

<b>Subject Area:</b>	<b>Physical Education in KS3</b>
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**Practical activities are delivered on a carousel and are dependent on weather and other external factors, meaning order of delivery may change.**

Netball	Year 7	<p><b><u>Netball</u></b></p> <p><b><u>Hands:</u></b></p> <ul style="list-style-type: none"> <li>- Basic passing – shoulder, chest, bounce, two handed over-head.</li> <li>- Basic ball handling and control</li> <li>- Basic catching; Two handed</li> <li>- Basic footwork; one-two, Pivot</li> <li>- Basic evasion - dodging</li> <li>- Basic defending – on and off the ball</li> <li>- Basic shooting technique; grip, stance</li> </ul> <p><b><u>Head:</u></b></p> <ul style="list-style-type: none"> <li>- Basic rules; footwork, obstruction/ distance, offside</li> <li>- Basic concepts; team sport, to score against opposition</li> <li>- Knowledge of 2-3 positions</li> <li>- Values; Team work, communication</li> </ul>
	Year 8	<p><b><u>Netball</u></b></p> <p><b><u>Hands:</u></b></p> <ul style="list-style-type: none"> <li>- Developed passing – additional power and accuracy</li> <li>- Developed ball control</li> <li>- Developed catching – harder passes</li> <li>- Developed footwork – more success with turning in the air</li> <li>- Developed evasion – ability to lose player improves, trying different methods</li> <li>- Developed defending – better at man to man marking</li> <li>- Developed shooting technique- further accuracy and distance</li> </ul> <p><b><u>Head:</u></b></p> <ul style="list-style-type: none"> <li>- Developed rules; free pass/penalty pass</li> <li>- Advanced concepts; order of play, role of positions, centre pass, backline tactics</li> <li>- Values; Team work, communication, integrity, leadership.</li> </ul>
	Year 9	<p><b><u>Netball</u></b></p> <p><b><u>Hands:</u></b></p> <ul style="list-style-type: none"> <li>- Advanced passing – better distance and accuracy</li> <li>- Advanced ball control</li> </ul>

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		<ul style="list-style-type: none"> <li>- Advanced catching – one handed where necessary</li> <li>- Advanced footwork – turning in the air, running pass, landing</li> <li>- Advanced evasion – using a range of dodging methods/holding space</li> <li>- Advanced attacking and defending – banding/zoning</li> <li>- Advanced shooting – one/two hands, forward/backward step shot.</li> </ul> <p><b>Head:</b></p> <ul style="list-style-type: none"> <li>- Advanced rules; such as playing the ball, short pass and delaying play.</li> <li>- Advanced concepts; clear positioning, tactical play as a team; advanced centre and backline set play/ double marking. Interception and anticipation of opposition play, reading the game.</li> <li>- Values; Team work, communication, integrity, leadership</li> </ul>
	KS4	Further development of competitive play, advanced techniques and strategies, further leadership development.
Football	Year 7	<p><b>Football</b></p> <p>Some control the ball, receiving to beat an opponent, maintain possession.                      Basic receiving and passing.                      Basic rules,                      Formal formations in possession (attacking)                      Formal formations without possession (defending: drop, deny, restrict).</p>
	Year 8	<p><b>Football</b></p> <p>Developed first touch.                      Developed ability to maintain possession and receive the ball.                      Developed knowledge of passing priorities.                      How to play long, when to play long, why to play long                      More complex formations intro – wing backs, 4-3-3, pros and cons.</p>
	Year 9	<p><b>Football</b></p> <p>Advanced first touch, passing, receiving and shooting.                      Defending as a pair, defending as a back line                      Defending as team.                      Applying advanced strategies and tactics.</p>
	KS4	Further development of competitive play, advanced techniques and strategies, further leadership development.

Practical activities are delivered on a carousel and are dependent on weather and other external factors, meaning order of delivery may change.		
Rugby	Year 7	<p><b><u>Rugby</u></b>            Basic grip of ball, evasion skills, passing and catching.            Basic play the ball from elbows and knees, basic technique of tackling: safe side on tackling and front on ball contact.            Basic 1v1 / 2v1 activities and small sided games, 3 v3 and 4v4 – conditioned overloads.</p>
	Year 8	<p><b><u>Rugby</u></b>            Developed grip/carry, evasion skills, passing. Developed play the ball, working on the floor.            Developed technique of tackling            Developed group work; emphasis on defence and attack.            Developed rules; marker rules, goal line rules.</p>
	Year 9	<p><b><u>Rugby</u></b>            Advanced grip/carry, evasion techniques, quick plays, creating space (dummies etc), try scoring body position.            Advanced passing,            technique of tackling, controlling the contact and ruck.            Advanced kicking, positional kicking, attacking kicking.            Advanced play the ball, finding elbows, bumping            Advanced game play; use of correct positions and roles within full game play</p>
	KS4	<p>Further development of competitive play, advanced techniques and strategies, further leadership development.</p>
Basketball	Year 7	<p><b><u>Basketball</u></b>            Ball handling – Familiarisation and grip.            Basic dribbling,            passing and receiving, footwork, shooting. Ability to play in conditioned games.            Basic rules – travelling, double dribble &amp; non-contact, restarts (jump ball/ out of bounds).</p>
	Year 8	<p><b><u>Basketball</u></b>            Developed dribbling, passing and receiving – with accuracy and consistency.            Developed footwork, shooting, attacking and defending. Formations.            Game Play – 1v1 and 5 v 5 games full court            Developed rules – 3 second key, backcourt violation</p>
	Year 9	<p><b><u>Basketball</u></b>            Advanced Dribbling, passing and receiving, footwork and shooting.</p>

		Advanced game play – Understanding and awareness of team roles (guards, forwards and centre). Game Play – 1v1 attack and defence, Competitive situations, 5 v 5 Advanced rules – possession time limit, foul limits, offensive fouls.
	KS4	Further development of competitive play, advanced techniques and strategies, further leadership development.
Handball	Year 7	<b><u>Handball</u></b> Ball handing, basic dribbling, passing, receiving, shooting and defending. Small sided games in an adapted space. Basic rules – dribbling, passive play, contact, goal area.
	Year 8	<b><u>Handball</u></b> Developed dribbling, footwork, feint with/without the ball, moving up the court, moving into space. Developed passing, receiving and shooting. Developed defending. Game Play – Overloads, small sided games in an adapted space. Developed rules – body contact, pass back, dribbling.
	Year 9	<b><u>Handball</u></b> Advanced dribbling, footwork, feint with/without the ball. Creating space and interceptions. Advanced passing, receiving, shooting. Advanced defending. Game Play – Use of correct positions and formations on a full court. Advanced rules; kicking rules
	KS4	Further development of competitive play, advanced techniques and strategies, further leadership development.
Striking and Fielding	Year 7	<b><u>Striking and fielding</u></b> Ball handling – Familiarisation with each ball, basic catching and short throwing, batting and long throw. Basic bowling action. Basic fielding – pick up Knowledge of basic rules, no ball, caught out.
	Year 8	<b><u>Striking and fielding</u></b> Developed throwing and catching, long fielding – long throw/ turn and throw. Developed short fielding, fast accurate throw to bowler/ wicket keeper/ team mates. Developed batting and fielding formations. Game Play. Developed rules, fielding positions, batting order.

	Year 9	<p><b><u>Striking and fielding</u></b>                  Advanced batting, short fielding, throwing and catching.                  Advanced concepts – understanding the importance of a strong fielder, bowler, fourth, and first base, considering factors that impact success (strengths/weaknesses of opponents), players appointed to specific team roles based on strengths ( fielders – fast runners/ long throwers, short fielders – good catchers, quick thinkers).</p>
	KS4	Further development of competitive play, advanced techniques and strategies, further leadership development.

Badminton	Year 7	
	Year 8	
	Year 9	<p><b><u>Badminton</u></b>                  Advanced grip, service and movement around the court. Advanced shot selection and the ability to apply the correct shots at the correct time.                  Advanced game play singles and doubles using appropriate tactics.                  Advanced rules and positioning on court.</p>
	KS4	Further development of competitive play, advanced techniques and strategies, further leadership development.

Gymnastics	Year 7	<p><b><u>Gymnastics</u></b></p> <p><b><u>Hands</u></b></p> <ul style="list-style-type: none"> <li>• Basic gymnastic shapes; Straight, Tuck, Star Straddle and pike</li> <li>• Basic floor skills; Rolls: Forward, Backward, Side, Pencil, teddy-bear. Jumps; Straight, Tuck, Star Straddle and pike. Leaps; Cat-leap, Cat-leap ½ turn, Cat-leap Full turn, split leap, scissor kick, stag leap</li> <li>• Basic travel movements on and around apparatus</li> <li>• Basic balance/stillness/rotation/turning/weight transference</li> <li>• Basic accuracy of actions and spatial awareness</li> <li>• Partner floor sequences with fluency</li> <li>• Basic body conditioning</li> </ul> <p><b><u>Head</u></b></p> <ul style="list-style-type: none"> <li>• Basic understanding of health and safety.</li> <li>• Basic understanding of the need for body conditioning</li> </ul>

		<ul style="list-style-type: none"> <li>• Basic handling of equipment; mats and benches</li> <li>• Basic understanding of “performance” criteria</li> <li>• Ability to work with a partner to create simple sequences</li> <li>• Values; Team work, communication</li> </ul>
	Year 8	<p><b><u>Gymnastics</u></b></p> <p><b><u>Hands</u></b></p> <ul style="list-style-type: none"> <li>• Developed gymnastic shapes; Dish, Arch, Front support</li> <li>• Developed floor skills; Rolls: Forward, Backward, Side, Pencil, teddy-bear. Jumps; Straight, Tuck, Star Straddle and pike, Jumps with turns. Leaps; Cat-leap, Cat-leap ½ turn, Cat-leap Full turn, split leap, scissor kick, stag leap, side leap</li> <li>• Developed travel movements on and around apparatus</li> <li>• Developed balance, Partner balances</li> <li>• Developed rotation/turning/weight transference, on/over/across apparatus</li> <li>• Developed awareness and accuracy of actions and spatial awareness</li> <li>• Developed floor sequences; additional group members, additional pieces of equipment</li> <li>• Developed body conditioning</li> </ul> <p><b><u>Head</u></b></p> <ul style="list-style-type: none"> <li>• Developed understanding of health and safety. Taking ownership of the handling of equipment; mats, benches, trampettes, safety mats</li> <li>• Developed understanding of the need for body conditioning</li> <li>• Develop an understanding to the use of “Matching” and Mirroring” within sequence work</li> <li>• Awareness of Aesthetic Appreciation</li> <li>• Ability to develop a “performance” criteria to observe peer performances</li> <li>• Ability to work with a partner/small group to create developed sequences</li> <li>• Values; Team work, communication, leadership.</li> </ul>
	Year 9	<p><b><u>Gymnastics</u></b></p>

		<p><b><u>Hands</u></b></p> <ul style="list-style-type: none"> <li>• Advanced floor movements; Handstand rolls, Cartwheels, walkovers, change-leg leap, cat-leap 1 1/2 , Jumps with 1 1/2 and double twists</li> <li>• Progression of basic and advanced movements on/around/across/over different apparatus</li> <li>• Advanced flight movements onto, on and off equipment; use of box, Vaults, Trampets and wall bars.</li> <li>• Advanced fluency, control and aesthetic awareness throughout movements</li> <li>• Advanced balance work; group balances, spotting/supporting the movements</li> </ul> <p><b><u>Head</u></b></p> <ul style="list-style-type: none"> <li>• Full awareness of health and safety implications of using and handling equipment.</li> <li>• Ability to devise mini body conditioning workouts</li> <li>• Ability to analyse their own and others performances</li> <li>• Advanced ability to create own sequences/routines</li> <li>• Basic understanding of levers/plane movements</li> <li>• Values; Team work, communication, integrity, leadership</li> </ul>
	KS4	Introduction to trampolining – development of basic skills and routines.
Dance	Year 7	<p><b><u>Dance</u></b></p> <p><b><u>Hands:</u></b></p> <ul style="list-style-type: none"> <li>- Basic travel/locomotion/stepping/pathways</li> <li>- Basic balance/stillness</li> <li>- Basic rotation/turning/weight transference</li> <li>- Basic jumps</li> <li>- Basic use of gestures and motifs</li> <li>- Basic posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection</li> <li>- Basic accuracy of actions, dynamics and spatial content</li> <li>- Some fluency, communication of mood and meaning.</li> </ul> <p><b><u>Head:</u></b></p> <ul style="list-style-type: none"> <li>- Basic understanding of health and safety</li> <li>- Basic understanding of different styles and themes in dance</li> <li>- Basic ability to create own motifs and sequences based on a theme</li> <li>- Values; Team work, communication</li> </ul>
	Year 8	<p><b><u>Dance</u></b></p> <p><b><u>Hands:</u></b></p> <ul style="list-style-type: none"> <li>- Developed travel/locomotion/ stepping/pathways</li> </ul>

		<ul style="list-style-type: none"> <li>- Developed balance/stillness</li> <li>- Developed rotation/turning/weight transference</li> <li>- Developed jumps/elevations</li> <li>- Developed use of gestures and motifs</li> <li>- Developed posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection</li> <li>- Developed accuracy of actions, dynamics and spatial content</li> <li>- Developed communication of mood and meaning.</li> <li>- Developed fluency</li> </ul> <p><b>Head:</b></p> <ul style="list-style-type: none"> <li>- Developed understanding of health and safety</li> <li>- Developed understanding of different styles and themes in dance and how to portray these in a performance.</li> <li>- Developed ability to create own motifs and sequences based on a theme</li> <li>- Values; Team work, communication, integrity, leadership.</li> </ul>
	Year 9	<p><b>Dance</b></p> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>- Advanced travel/locomotion/stepping/pathways</li> <li>- Advanced balance/stillness</li> <li>- Advanced rotation/turning/weight transference</li> <li>- Advanced jumps/elevations</li> <li>- Advanced use of gestures and motifs</li> <li>- Advanced posture/placement, alignment, flow of energy, co-ordination, balance, strength, control, mobility, focus and projection</li> <li>- Advanced accuracy of actions, dynamics and spatial content</li> <li>- Advanced communication of mood and meaning.</li> <li>- Advanced fluency</li> </ul> <p><b>Head:</b></p> <ul style="list-style-type: none"> <li>- Advanced understanding of health and safety</li> <li>- Advanced understanding of different styles and themes in dance and how best to communicate these through the performance.</li> <li>- Advanced ability to create own motifs and sequences based on a theme</li> <li>- Values; Team work, communication, integrity, leadership</li> </ul>
	KS4	Continued development of performance techniques. Further leadership and choreography opportunities.

Fitness	Year 7	<p><b><u>Fitness</u></b>            Know and understand a variety of ways to maintain and improve fitness.            Apply accurate techniques to a variety of ways of improving fitness.</p>
	Year 8	<p><b><u>Fitness</u></b>            Know and understand the components of health and skill-related fitness, including ways to improve them and how they can impact on sports performance. Apply different techniques to improving components of fitness.</p>
	Year 9	<p><b><u>Fitness</u></b>            Know how to carry out a variety of fitness tests linked to components of fitness. Carry tests out using correct protocol, record and interpret results compared to normative data.</p>
	KS4	<p>Further fitness knowledge development, linked to own fitness test results and fitness requirements.            Writing own fitness programme applying principles of training.</p>
Hockey	Year 7	<p><b><u>Hockey</u></b>            Basic grip, passing, dribbling and tackling techniques. Basic rules – correct side of stick, no feet.            Teamwork, basic tactics.</p>
	Year 8	<p><b><u>Hockey</u></b>            Developed grip, reverse stick, developed dribbling technique (Indian dribble), developed passing – introduce lift. Developed rules – stick tackle, lifting the stick. Playing the ball around the area, attacking and defensive play.</p>
	Year 9	
	KS4	<p>Further development of competitive play, advanced techniques and strategies, further leadership development.</p>
OAA	Year 7	<p><b>OAA</b>  <b><u>Hands</u></b></p> <ul style="list-style-type: none"> <li>• Can position the 4 cardinal points correctly.</li> <li>• Can move in a specified direction, or track movement in a specified direction on a map for a specified distance.</li> <li>• Can independently provide correct grid references to given locations on a basic chart. Can independently plot specific locations on a basic chart map using grid references only.</li> <li>• Can effectively meet the physical challenges of Outdoor Education as part of a team, or in a teacher lead group</li> <li>• Can begin to apply knowledge and understanding in order to solve problems, arise to challenges and succeed in tasks.</li> <li>• Can interpret and use basic OS symbols correctly.</li> </ul>

		<p><b><u>Head</u></b></p> <ul style="list-style-type: none"> <li>• Basic understanding of health and safety for Outdoor Education activities.</li> <li>• Basic understanding of the need for a good level of all round fitness and strength.</li> <li>• Basic handling of equipment -compass, map, OS symbols.</li> <li>• Basic understanding of navigation – grid referencing, orientating yourself on a map.</li> <li>• Ability to work with a partner or as a team to solve problems or achieve tasks.</li> <li>• Values; Team work, communication.</li> </ul>
	<p>Year 8</p>	<p><b>OAA</b></p> <p><b><u>Hands</u></b></p> <ul style="list-style-type: none"> <li>• Can position the 4 cardinal points correctly, understanding the NW, SW, SE and SE concepts.</li> <li>• Can move in a specified direction, or track movement in a specified direction on a map for a specified distance, adapting routes as required using landmarks and landscapes identified on the map.</li> <li>• To independently provide correct grid references to given locations on a local map. To independently plot specific locations on a local map using grid references only. To attempt to apply this in a practical situation in a team or in a leadership role.</li> <li>• To understand why and where OS symbols are used. To independently read OS symbols from a map using a key. To use this information and map reading skills to name find local landmarks/buildings/landscapes on a local map independently.</li> <li>• Can effectively and safely meet the physical challenges of Outdoor Education as part of a team, or in a student or teacher lead group.</li> <li>• Can begin to apply knowledge and understanding in order to solve problems, arise to challenges and succeed in tasks.</li> </ul> <p><b><u>Head</u></b></p> <ul style="list-style-type: none"> <li>• Developed understanding of health and safety. Including a developed knowledge of a wide range of Outdoor Education activities and safety aspects.</li> <li>• Know that the red needle of a compass will always point towards Magnetic North and understand that True North and Magnetic North are not the same.</li> <li>• Taking ownership of the handling of equipment; independently collating all tools needed for effective navigation.</li> <li>• Developed understand of Cardinal Points and developed knowledge of OS symbols.</li> <li>• Developed understanding of the need for all round fitness and strength – healthy body/healthy mind mentality</li> </ul>

		<ul style="list-style-type: none"> <li>• Developed understanding of navigation and grid referencing – orientating yourself on a map and orientation of that map to the ground. To understand why and where OS symbols are used.</li> <li>• Awareness of leadership roles and assistant leadership roles within a team/group.</li> </ul>
	<p>Year 9</p>	<p><b>OAA</b></p> <p><b><u>Hands</u></b></p> <ul style="list-style-type: none"> <li>• Can position the 4 cardinal points correctly, understanding the NW, SW, SE and SE concepts and use this in effective navigation.</li> <li>• Advanced movement in a specified direction on a map for a specified distance, adapting routes as required using landmarks and landscapes identified on the map.</li> <li>• Advanced plotting of specific locations on a local map using grid references only. To attempt to apply this in a practical situation in a team or in a leadership role.</li> <li>• To understand why and where OS symbols are used. To independently read a wide range of OS symbols from a map using a key. To use this information and map reading skills to name find local landmarks/buildings/landscapes on a local map independently and accurately.</li> <li>• Can effectively and safely meet the physical challenges of Outdoor Education as part of a team, or in a teacher or student lead group. Is confident in applying knowledge and understanding in order to solve problems, rise to challenges and succeed in tasks.</li> <li>• Can successfully and confidently take on leadership roles within the group, setting good examples and inspiring others around them to succeed</li> <li>• Can use memory and recall tactics to enable quick, safe and effective movement and navigation without constantly referring to compass and map.</li> </ul> <p><b><u>Head</u></b></p> <ul style="list-style-type: none"> <li>• Advanced understanding of health and safety aspects of a wide range of Outdoor Education activities and the ability to compare and contrast activities that can be taught in schools with those taught in specialist centres.</li> <li>• Advanced understanding of the Points of Compass, True North and Magnetic North, and an advanced knowledge of a wide range of OS symbols</li> <li>• An advanced understanding of the need for a good all round fitness level and strength – healthy body/ healthy mind mentality and the importance of outdoor exercise in relation to physical and mental health and wellbeing.</li> <li>• Ability to work with a partner/small group to solve problems or achieve tasks, undertaking differing roles within the group – understanding each team member has a specific and</li> </ul>

		<p>important role within the team, and being able to fulfil those roles with integrity and effectiveness, including leadership roles and assistant leadership roles</p> <ul style="list-style-type: none"> <li>• Developed understanding of navigation and grid referencing – orientating yourself on a map and orientation of that map to the ground, using different landmarks and landscapes to navigate a quick and safe route to desired location.</li> <li>• Values; Teamwork, communication, problem solving, trust, leadership, integrity.</li> </ul>
	KS4	Further development of OAA skills, tactics and competence. Further leadership opportunities.

Athletics	Year 7	<p><b><u>Athletics – Running</u></b>                      Basic starts, posture and pacing.                      Basic leg and arm action.                      Competition times – Students work towards merit and bronze times from normative data.                      Basic rules for competition – lanes, handovers.                      Basic understanding of techniques for various running events.</p> <p><b><u>Athletics – Field Events</u></b>                      Basic run up, demonstrates an understanding of where the board is for long and triple.                      Basic take-off executed using some technique, basic flight technique, basic technique when landing. Ability to highlight strengths and areas for development.</p>
	Year 8	<p><b><u>Athletics</u></b>                      Developed run up, take-off and flight technique, developed technique when landing.                      Ability to highlight strengths and areas for development.</p> <p>Developed starts, posture and pacing.                      Developed leg and arm action.                      Competition times – Students work towards merit and bronze times from normative data.                      Good knowledge of rules for competition – lanes, handovers.</p>
	Year 9	<p><b><u>Athletics</u></b>                      Advanced run up with some accuracy in measuring this.                      Advanced demonstration of attacking the board in long and triple and rhythm for high.                      Advanced take-off, flight and landing technique.                      Advanced starts, posture and pacing. Advanced leg and arm action – appropriate to event.                      Competition times - Students work towards gold and own PB times from normative data.                      Advanced rules for competition.</p>
	KS4	Further development of specific techniques and rules for competition.