

Physical Education – Key Stage 3

Term	Year 7			Year 8			Year 9		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 1	Practical: Football Theory: Sportsmanship	In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for football. They work on improving the quality of their skills using various techniques to. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.	Skills that are covered: introduction to passing using the side foot, introduction to dribbling, control and turning, passing and movement off the ball, introduction to shooting, attacking/outwitting an opponent and defensive/tackling techniques. Assessment: Q&A, formative and summative assessment. Students' self-assessment.	Practical: Football Theory: Sportsmanship	Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points.	Skills that are covered: Develop passing, dribbling, turns and outwitting a defender, develop attack, develop shooting, headlining, defensive strategies/tactics. Assessment: Q&A, formative and summative assessment. Students' self-assessment.	Practical: Football Theory: Sportsmanship	Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations in a football game. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points.	Skills that are covered: Understanding when and where to pass, using different body parts to control and turn, attack/beating an opponent, shooting with a variety of techniques, defensive tactics, set plays and formations. Assessment: Q&A, formative and summative assessment. Students' self-assessment.
	Practical: Rugby Theory: Skeletal System	In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for rugby. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In all games activities,	Skills that are covered: Ball familiarisation, introduction to passing and receiving, passing with use of width, tackling technique and attacking/outwitting an opponent. Assessment: Q&A, formative and summative assessment.	Practical: Rugby Theory: Skeletal System	Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of	Skills that are covered: Recap passing and refine handling skills, developing passing into 4 vs 2, develop tackling technique, kicking, tactical play/outwitting opponents.	Practical: Rugby Theory: Skeletal System	Pupils will focus on developing, implementing and refining team and individual game plans with the goal of outwitting an opponent. Pupils will focus on developing and	Skills that are covered: Passing and use of space, outwitting opponents (5 vs 3), tackling and rucking, restarting play-line outs, scrum development.

		pupils think about how to use skills, strategies and tactics to outwit the opposition.	Students' self-assessment.		outwitting their opponents. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.	Assessment: Q&A, formative and summative assessment. Students' self-assessment.		implementing attacking and defending strategies and techniques. All games activities involve pupils thinking about how to use skills, strategies and tactics to outwit the opposition.	Assessment: Q&A, formative and summative assessment. Students' self-assessment.
	Practical: Netball Theory: Muscular System	In this unit pupils focus on how to use basic principles of attack and defence to plan strategies and tactics for netball. Pupils will work on improving the quality of their skills with the intention of outwitting opposition. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.	Skills that are covered: Passing and foot work rule, creating space/outwitting opponents, attacking play/dodging, shooting, defending/positional awareness. Assessment: Q&A, formative and summative assessment. Students' self-assessment.	Practical: Netball Theory: Muscular System	Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with intent to outwit the opposition. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.	Skills that are covered are: Recap passing and fundamental rules, timing of pass and support play, attacking/outwitting opponents, shooting, marking/defending. Assessment: Q&A, formative and summative assessment. Students' self-assessment.	Practical: Netball Theory: Muscular System	Pupils will focus on developing, implementing and refining team and individual game plans with the goal of outwitting an opponent. Pupils will focus on developing and implementing attacking and defending strategies and techniques. All games activities involve pupils thinking about how to use skills, strategies and tactics to outwit the opposition.	Skills that are covered: Recap netball fundamentals, use of pace/court, attacking principles, defending principles, tactics (centre pass/within the shooting circle) Assessment: Q&A, formative and summative assessment. Students' self-assessment.
Ter	Practical: Gymnastics Theory:	In this unit pupils will demonstrate skills and agilities individually and in	Skills that are covered: Partner work, transference of weight,	Practical: Gymnastics Theory:	In this unit pupils will demonstrate skills and	Skills that are covered: Rotation and jumps, recap balance, intro	Practical: Trampolining Theory:	In this unit pupils will demonstrate skills and	Skills that are covered: Front landings, back landings,

	Types of feedback and guidance	combination. Will focus on developing stability when holding their own body position and when supporting a partner. Pupils incorporate control, precision and aesthetics into sequences showing creativity. Student will evaluate and assess movements to improve sequences.	individual balances, group balances. Assessment: Q&A, formative and summative assessment. Students' self-assessment.	Types of feedback and guidance	agilities individually and in combination. Pupils will incorporate control, precision and aesthetics into sequences showing creativity. Student will evaluate and assess movements to improve sequences.	to basic vaulting, vaulting on low level apparatus. Assessment: Q&A, formative and summative assessment. Students' self-assessment.	Types of feedback and guidance	agilities individually and in combination. Pupils will incorporate control, precision and aesthetics into sequences showing creativity. Student will evaluate and assess movements to improve sequences.	combinations moves, front flips and back flips Assessment: Q&A, formative and summative assessment. Students' self-assessment.
	Practical: Badminton Theory: Types of Movement	In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for badminton. They work on improving the quality of their skills using various shots such as backhand/forehand serves, overhead clear, drop shots and smash. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.	Skills that are covered: Racket familiarisation, Backhand and forehand serving, introduction to overhead clear and drop shot, introduction to forearm smash, game play tactics and outwitting opponents in singles play. Assessment: Q&A, formative and summative assessment. Students' self-assessment.	Badminton Theory: Types of Movement	Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.	Skills that are covered: Recap serving, development of overhead clear and drop shot, introduction to backhand smash shot, looking at when to play shots (tactics) Assessment: Q&A, formative and summative assessment. Students' self-assessment.	Badminton Theory: Types of Movement	Pupils will focus on replicating and developing techniques as well as implementing and refining strategic play to outwit opponents. Pupils will be able to demonstrate the essential elements of attack and defence. In net games, it is the player aim to get the ball to land in the target area so that the opponent cannot return it.	Skills that are covered: Recap stance and serving, look at shot selection drop shot and overhead clear. Introduce doubles play, develop forearm smash. Assessment: Q&A, formative and summative assessment. Students' self-assessment.

Term 3	<p>Practical: Tchoukball</p> <p>Theory: Types of Training</p>	<p>In this unit students will incorporate passing and catching skills from other sports to develop attacking strategies to outwit opponents. They will also look at a different style of defending in this non-contact game.</p>	<p>Assessment: Q&A, formative and summative assessment. Students' self-assessment.</p>	<p>Practical: Handball</p> <p>Theory: Types of Training</p>	<p>Pupils will build on the skills introduced in tchoukball in Y7. This includes throwing, catching and shooting, as well as developing their attacking tactics. Students will then be introduced to defending technique and tactics within handball. Students will then develop attacking and defending strategies implementing them into game scenarios.</p>	<p>Assessment: Q&A, formative and summative assessment. Students' self-assessment.</p>	<p>Practical: Handball</p> <p>Theory: Types of Training</p>	<p>Pupils will build on their invasion game techniques and game knowledge refining their throwing, catching, shooting, defending and team play. Pupils will focus on developing and implementing attacking and defending strategies and techniques. All games activities involve pupils thinking about how to use skills, strategies and tactics to outwit their opponents.</p>	<p>Assessment: Q&A, formative and summative assessment. Students' self-assessment.</p>
	<p>Practical: Striking and Fielding</p> <p>Theory: Health, fitness and well-being</p>	<p>In this unit pupils will replicate and improve individual technique in batting, bowling and fielding. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so</p>	<p>Skills that are covered: Ball familiarisation/catching, fielding, bowling, batting, fielding tactics.</p> <p>Assessment: Q&A, formative and summative assessment. Students' self-assessment.</p>	<p>Practical: Striking and Fielding</p> <p>Theory: Health, fitness and well-being</p>	<p>In this unit pupils focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Pupils will further work on the skill of</p>	<p>Skills that are covered: Fielding skills, bowling development, batting development, positional roles, tactics to outwit opponents.</p> <p>Assessment: Q&A, formative and summative assessment.</p>	<p>Practical: Striking and Fielding</p> <p>Theory: Health, fitness and well-being</p>	<p>In this unit pupils will demonstrate timing and fluency in the replication of techniques for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents. In striking and</p>	<p>Skills that are covered: Throwing, catching, fielding, bowling development, batting development, fielding roles, evaluation of tactics.</p> <p>Assessment: Q&A, formative and summative</p>

		that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Pupil should begin to accurately score games.			outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Pupil should accurately score games & understand rules.	Students' self-assessment.		fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Pupils should be able to accurately score & officiate games.	assessment. Students' self-assessment.
	Practical: Health Related Exercise Theory: Effects of Exercise	In this unit pupils will learn and accurately replicate specific techniques for a variety of fitness based activities. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks. To reflect on the benefits that fitness events give to an individual and	Skills that are covered: Introduction to heart rate, basic circuit, sustained running, components of fitness, boxercise. Assessment: Q&A, formative and summative assessment. Students' self-assessment.	Practical: Health Related Exercise Theory: Effects of Exercise	In this unit pupils will learn and accurately replicate specific techniques for a variety of fitness based activities. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. Pupils will gain an understanding of warm ups, cool downs and health	Fitness testing, basic circuit, CV circuits, yoga, fitness challenge. Assessment: Q&A, formative and summative assessment. Students' self-assessment.	Practical: Health Related Exercise Theory: Effects of Exercise	In this unit pupils will learn and accurately replicate specific techniques for a variety of fitness based activities, building upon their knowledge from the Year 8 Scheme of Work. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles; giving pupils an insight into	Skills that are covered: Fitness tests, components of fitness, yoga, basic circuit, fitness challenge Assessment: Q&A, formative and summative assessment. Students' self-assessment.

		implications for future life.			importance through physical tasks. To reflect on the benefits that fitness events give to an individual and implications for future life.			GCSE PE content. Pupils will develop their understanding of the importance of health through physical activity. To reflect on the benefits that fitness events give to an individual and implications for future life.	
	Practical: Athletics Theory: Components of Fitness	In this unit pupils will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. In all athletic activity, pupils will engage in performing and improving their skills and personal bests in relation to speed, height and distances.	Skills that are covered: Introduce sprint technique, introduce pace running, long jump, shot putt, javelin, relay Assessment: Q&A, formative and summative assessment. Students' self-assessment.	Practical: Athletics Theory: Components of Fitness	In this unit, pupils begin to use their knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance. In athletic activities, pupils will engage in performing and improving their skills and personal and collective bests	Skills that are covered: sprint running technique, long distance running, shot putt, javelin, high jump, relay Assessment: Q&A, formative and summative assessment. Students' self-assessment.	Practical: Athletics Theory: Components of Fitness	In this unit, pupils will further enhance replication and performance across all disciplines. Pupils to gain a further understanding of fitness and its relationship to performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions organised by themselves and others. In athletic activities, pupils will engage in performing skills	Skills that are covered: sprint running technique, long distance running, triple jump, shot putt, javelin, high jump Assessment: Q&A, formative and summative assessment. Students' self-assessment.

					in relation to speed, height, distance and accuracy.			and personal and collective bests in relation to speed, height and distance.	
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Term	Y9 GCSE Pre-Option		
Term 1	Topic	Knowledge	Skills/Assessment
	Topic 1.1a Structure and Function of the Skeletal System <ul style="list-style-type: none"> - Location of bones - Function of the skeleton 	<p>Learners will be able to name and locate the major bones of the body and be able to apply examples of how the skeletal system allows the functions such as posture and protection.</p>	<p>Students have a double lesson for Y9 Pre-Option and this is split into half theory and half practical.</p> <p>Within the theory students will look at: AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>
	Topic 1.1b Structure and Function of the Muscular System <ul style="list-style-type: none"> - Location and function of muscles 	<p>Learners will develop their knowledge of the location of the major muscle groups and be able to apply muscle use to examples from physical activities and sport.</p>	<p>AO2 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>They will then take part in a practical element where they will apply the information they have just been taught.</p> <p>Students will complete a summative assessment every half term to assess progress.</p>
Term 2	Topic 1.1c Movement Analysis <ul style="list-style-type: none"> - Lever systems - Planes of movement - Axes of rotation 	<p>Learners will develop their knowledge of the three classes of lever and will be able to use examples from physical activities and sport to show where these levers might operate to produce movement. Learners will know the three planes of movement and be able to give examples of these levers from different physical activities and sports. Frontal, transverse and longitudinal axes of rotation will be recognised by learners who will be able to apply these to examples from physical activities and sports.</p>	<p>Students have a double lesson for Y9 Pre-Option and this is split into half theory and half practical.</p> <p>Within the theory students will look at: AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2 - Apply knowledge and understanding of the factors that underpin performance</p>

Topic 1.1e The Effects of Exercise on the Body Systems

- Long term effects
- Short term effects

Learners will develop their knowledge and understanding of the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system. They will be able to apply understanding of these effects to examples from a range of physical activities and sports.

and involvement in physical activity and sport.

They will then take part in a practical element where they will apply the information they have just been taught.

Topic 1.2b Principles of Training

Learners will develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to personal exercise/ training programmes. Learners will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training. Learners will develop their knowledge and understanding of the key components and physical benefits of the warm up and cool down applied to physical activities and sports

Students will complete a summative assessment every half term to assess progress.

Topic 1.3 Preventing Injury

Learners will develop their knowledge and understanding of how to prevent injury when participating in physical activities and sport. The potential hazards will be known in a range of physical activities and sports settings. Learners will know how risks can be minimised by using appropriate equipment, clothing, correct lifting techniques, using the warm up and cool down and an appropriate level of competition.

Term 3

Topic 2.1a Engagement Patterns

Learners will develop their knowledge and understanding of current participation trends using a range of valid and respected sources. The factors affecting participation for a range of different groups in society will be understood, along with strategies to promote participation, using practical examples from physical activities and sports.

Students have a double lesson for Y9 Pre-Option and this is split into half theory and half practical.

Within the theory students will look at:
AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Topic 2.1b Commercialisation

Learners will develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the

Topic 2.1c Sociocultural Issues

influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports.

Learners will develop their knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence with practical examples in physical activities and sports.

2.2 Sports Psychology

Learners will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports. The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities and sports. Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills. Learners will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Learners will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.

AO2 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

They will then take part in a practical element where they will apply the information they have just been taught.

Students will complete a summative assessment every half term to assess progress.