

					<p>individual section of routine effectively.</p> <p>5. Apply the use of formations within a choreographed section of the routine.</p> <p>6. To identify areas of strength and weakness within a performance and suggest ways of improving performance.</p>	
Components	<ul style="list-style-type: none"> Students understand the need for a range of rules and how they impact on the way the game is played. Students can also apply rules independently to play games safely and fairly. Students will revisit the key components from each sport, passing, tackling, dribbling and shooting to ensure that students are at a stage where they can demonstrate these skills in game situations. Following on from this, if the key skills are demonstrated effectively, they will then progress onto applying these key components alongside a variety of tactics to make games more challenging and competitive. Throughout the delivery of key components and tactics, students will be expected to self and peer assess performance, meanwhile understanding the relevant components of fitness being applied within each aspect of the sport. <p>Challenge: Students will be challenged to take up leadership roles within the lessons, delivering warm ups, technique drills and devising tactics which should be used against different opposition.</p>	<p>Net/wall</p> <ul style="list-style-type: none"> Students will consistently apply all of the basic rules for each sport to allow games (both single and doubles) to be ran independently and fairly Students will perform a range of serves with varied elements of direction and power to outwit an opponent Students will understand and demonstrate when to perform a backhand or forehand shot with the correct grip, to outwit an opponent and achieve success. Students will recognise the correct body position to make their shots most effective. Students will understand key tactics that can be applied within games to outwit an opponent. Such as playing to an opponent's backhand if this is an area of development for them. <p>Striking and fielding</p> <ul style="list-style-type: none"> Students will consistently apply all of the basic rules for each sport to allow games (both single and doubles) to be ran independently and fairly Students will be able to apply key skills effectively (bowling, batting, fielding) to outwit an opponent. For example, varying the speed and direction of their delivery when bowling. Students will understand different tactics that can be applied in various game situations to be successful. Such 	<ul style="list-style-type: none"> Students will recap the 11 different components of fitness and how they are applicable to various sports. Students will recap the correct fitness tests for each component of fitness. Whilst, transferring their understanding to compare their results against normative data to identify their own strengths and weaknesses Students will begin to understand 'principles of training' and the importance of them within an athlete's training Students will look closely at: specificity, progressive overload, adaptation and variation. Specificity: Show an understanding that athletes must train specifically and use the relevant methods of training to be effective. Progressive overload: Show an understanding that training must become gradually more challenging so that athletes can progress. Variation: Show an understanding that variation must be implemented to prevent training becoming boring and demotivating. 	<ul style="list-style-type: none"> Students will learn the basic safety rules within each activity to allow them to perform safely and avoid injury. Students will learn how to hold various equipment safely. Students will develop a number of techniques in each discipline to enable them to throw, jump and run successfully in competitive situations. Students will be able to identify teaching points in each discipline through self or peer observation to allow them to understand key techniques for a range of track and field events. Students will develop a self-awareness of their stronger and weaker events; successfully making links to why/how their physical characteristics benefit/hinder this. <p>Challenge: Students will be able challenged by records and scores for them to strive towards.</p>	<p>Gymnastics</p> <p>Students will develop their knowledge and performance on travel, movements and balance.</p> <p>Students will develop their understanding and application of unison, canon, matching and mirroring and apply it to different performances.</p> <p>Students will develop their skill and confidence of using apparatus to enhance their routine and develop more advanced actions.</p> <p>Dance</p> <p>Students will develop an understanding of different styles of dance in different eras.</p> <p>Students will develop an understanding of formations and levels and how to incorporate a variety of formations and levels into a routine.</p> <p>Students will use creative thinking skills and leadership/teamwork skills to create their own section of routine and assess others.</p> <p>Both</p> <p>Students will evaluate their own and other performances using keywords to improve and develop further.</p> <p>Students will develop an understanding of different</p>	<p>Students will learn how to work as a team to overcome problems.</p> <p>Students develop a range of communication skills to allow them respectfully listen to others and to allow them to work effectively with others</p> <p>Students develop the ability to communicate both verbally and non-verbally within a group to situation to solve a range of problems.</p> <p>Students will learn how to orientate themselves around a specified area using a map.</p> <p>Students will be able to give clear and appropriate directions for others to follow.</p> <p>Challenge: Students will be challenged to create their own orienteering challenges using maps and compasses. They will also need to lead others during the tasks to ensure the team work cohesively.</p>

		<p>as to play softer shots and run quickly between wickets if fielders are protecting the boundary.</p> <ul style="list-style-type: none"> • Students will also continue to develop their leadership skills within small groups. • Students will be expected to self and peer assess performance, meanwhile understanding the relevant components of fitness being applied within each aspect of the sports. <p>Challenge: Students will be expected to support less competent students in developing key techniques through one to one coaching. They will also be challenged through the use of leadership roles by deciding the teams tactics and how that might be successful against the selected opposition.</p>	<p>Adaptation: Show an understanding of what variations occur through different types of training and applying it to sporting examples.</p> <p>Challenge: Students will be challenged through a number of extension tasks which will require them to create a training programme for themselves and monitor the impact of their training.</p>		<p>relationships in dance/gymnastics and how to use formations to make routines look better.</p> <p>Students will learn how to link actions/ movements together through travel and turns.</p> <p>Challenge: Students will be challenged to combine aspects of dance and gymnastics together to create independent and group routines. Students will also be challenged through leadership roles to coach other groups who are lacking creativity to add more dimensions to their routine.</p>	
<p>What pupils should already know (prior learning components)</p>	<p>Students should understand:</p> <ul style="list-style-type: none"> • The most important rules from each sport. • The techniques needed to be successful in each sport. • How to apply the techniques, both within, isolation and conditioned games (such as drawing a defender in in Rugby to allow an attack to maintain effectiveness). Meanwhile, applying the correct teaching points, whilst in pressurised situations. • Some of the basic tactics within each sport • How to identify their own and somebody else's strength and areas for development, offering suggestions for development • The different components of fitness, both skill and physical, and how they relate to different aspects of each sport (e.g. flexibility when discussing an increase stride length 	<p>Students should understand:</p> <ul style="list-style-type: none"> • The most important rules from each sport within Activity 2 from Y7/8 • The different techniques needed to be successful in each sport (such as throwing, catching and striking). • How to apply the techniques with a limited understanding of how to use these to become more successful. For example, keeping shots low in cricket to decrease the chances of losing your wicket. • Some of the different tactics that can be used to have success in each sport. Such as playing a drop shot in Badminton to force their opponent to the front of the court. • How to identify their own and somebody else's strengths and areas for development. 	<ul style="list-style-type: none"> • Students will already understand the various components of fitness from Y7/8 (skill and physical). • Students should recognise and be able to conduct different fitness tests (skill and physical), that can be used to test different components of fitness. • Students will understand the different methods of training • Students should also recognise which methods of training are relevant to the various components of fitness. For example, when it's explained that continuous training is done over a longer period of time, understanding that this would be most applicable to improve 	<ul style="list-style-type: none"> • The safety implications of each event should be clearly understood but will be revisited throughout • Students should already understand their own physical abilities (e.g. speed, power, stamina) • Students should already understand the rules for each event and how/why a foul can be committed. • Students should understand the basic technique points (e.g. stance when throwing, coordinating arms and legs during running action) • Students should have some 	<p>Students will have some knowledge of forward, pencil and teddy bear rolls within gymnastics . All students will also know how to travel within a performance. Students will have knowledge of how to put together a sequence and what a sequence is. Students will understand how to give feedback to peers using key terminology.</p>	<p>Students will have limited knowledge of problem solving and orienteering skills unless they are involved in a scouts group. In key stage 2 students have covered OAA activities but currently this isn't seen on enter into year 7. Some basic problem solving skills maybe covered in other areas. Students will have some experience of working independently or within small groups</p>

	when running with the ball in Rugby)		<p>muscular/aerobic endurance.</p> <ul style="list-style-type: none"> Students will understand how using specific training methods can improve performance in specific sporting disciplines. 	<p>understanding of pacing in long distance running events.</p> <ul style="list-style-type: none"> Students should understand some of the ways that they can train for certain events (e.g. continuous training for a 1500m event) 		
Transferrable knowledge (skills)	<ul style="list-style-type: none"> Students will understand the importance of rules and regulations within sports, allowing them to play competitive and fair games within other team game sports (net/wall and striking and fielding) Students will understand the key components of catching a ball, such as keeping your eyes on the ball and having your hands ready. This technique can be applied into KS3/4 Cricket and Rounders. Students' improved understanding about positioning during invasion game situations can be transferred into how to position yourself within a fielding formation, Badminton court and Dance/Gymnastics floor during KS3/4. Students' understanding of more advanced tactics in sports will be relayed within Unit 2 BTEC Sport as they will be asked to describe two tactics in details for two separate sports. Students' ability to self and peer assess performance, alongside being able to apply their understanding 	<ul style="list-style-type: none"> Students will understand various rules and regulations within a variety of sports. Acknowledging them and their importance those who continue their PE studies into BTEC sport units. Students time spent practicing overhead clear shots in Badminton will support them during the skill of throwing a football in American Football. The students improved ability to maintain a strong base when batting/striking the ball/shuttlecock will support them to perform Aesthetic activities Catching techniques within Striking and Fielding can be transferred into American Football Understanding relevant components of fitness within each sport will prepare them for Activity 6 and BTEC Sport unit 2, enabling them to make links between sporting performance and how they can be trained. 	<ul style="list-style-type: none"> Students' understanding of different components of fitness and how various components can be improved through different training methods will enable them to make sporting links within their next activity, Athletics. Going forward, students who choose to study BTEC Sport in Y10/11 will have a secure understanding for Unit 2 where they will focus on components of fitness and methods of training. Students will be able to apply their secure understanding of the different components of fitness to allow them to self and peer assess performance in dance/gymnastics and Athletics. With an additional understanding of ways to improve upon aspects of the feedback. Students will understand and be able to demonstrate how to warm the body up properly before physical exercise. 	<ul style="list-style-type: none"> Students' developed running technique could improve their performance in invasion games (e.g. out pacing an opponent in football) Students understanding of pacing will allow them to implement this into invasion game sports ensuring they do not burn out too quickly, allowing them to last for longer in game situations Students understanding of the correct throwing technique will support students' performance in striking and fielding sports (e.g. fielding in cricket). The one-foot take off technique used in high jump/long jump will have a direct impact on students' ability to perform a lay-up in Basketball and catching in Rugby 	<p>The use of space when creating routines. Unison and canon in both activities. The use of levels and directions to create a more aesthetically pleasing performance. Aesthetic appreciation of others works. Students identify strengths and areas for development in performances referring to keywords/ teaching points. Students will have a knowledge of the word formation from invasion games.</p>	<p>Listening skills and clear communication are used across all PE activities.</p> <p>Verbal and non-communication.</p> <p>Students identify strengths and areas for development in performances referring to keywords/ teaching points.</p> <p>To build students resilience to problems both in other activities but also in school/life.</p> <p>Development of confidence within group situation to allow them to lead warm ups, officiate and evaluate others performance.</p>

	of the different components of fitness will be relayed within BTEC Sport in KS4.			<p>from a high ball situation.</p> <ul style="list-style-type: none"> Students' improved understanding of the different components of fitness will encourage students to make links to other areas of PE (e.g. muscular strength in American Football) Students secure their understanding of how to self and peer assess performance, whilst being able to offer suggestions of how to improve it. This will support students within Unit 2 of BTEC Sport where they are required to assess their performance and compare it to professionals. 		
Key vocabulary pupil will know and learn	<ul style="list-style-type: none"> Tactics, components of fitness, space, outwitting, passing, dribbling, tackling, shooting, leadership, peer/self-assessment Skill: Agility, balance, coordination, power, reaction time Physical: Muscular endurance, aerobic endurance, muscular strength, flexibility, body composition, speed 	<ul style="list-style-type: none"> Tactics, components of fitness, outwitting, body positioning, speed, direction, forehand, backhand, variation, trajectory, control, power, timing Skill: Agility, balance, coordination, reaction time, power Physical: Speed, flexibility, muscular endurance, aerobic endurance 	<p>Validity, reliability, principles of training, methods of training, normative data</p> <ul style="list-style-type: none"> Principles of training: Specificity, progressive overload, adaptation, variation Skill: Agility, balance, coordination, reaction time, power Physical: Speed, flexibility, muscular endurance, aerobic endurance 	<p>Self/peer assessment, methods of training, pacing, take-off, landing, 90 degree, Fosbury Flop, release, coordination</p> <p>Components of Fitness: Muscular strength, aerobic endurance, speed, power, muscular endurance</p>	<p>Gymnastics Balance, levels, rolls, forward, backward, link, transition, fluency, tension, extension, cannon and unison.</p> <p>Dance Expression, travel, balances, canon, unison, formation, size, levels, direction, pathway, dynamics.</p>	<p>Navigate, calculation, thinking, review, route, roles, listening, resilience, communication, Leadership</p>
Assessment activities	<ul style="list-style-type: none"> Overload Attack v defence (4v2) Small sided conditioned games (3v3, 4v4) Unconditioned games 	<ul style="list-style-type: none"> Last person standing rally competition Students perform a (5 person max) table competition following the basic rules 	<ul style="list-style-type: none"> Q&A of student understanding <p>Design a modified Danish Longball game to incorporate all components.</p>	<ul style="list-style-type: none"> Assess throughout each lesson and at the end of each discipline. 	<p>Dance</p> <ol style="list-style-type: none"> Weekly short performances of each style of dance. 	<p>Eight point compass challenge activity</p>

		<ul style="list-style-type: none"> Rounders match (5 person max). All players have five bats and rotate positions (fielder, back stop), bowler, batter) 		<ol style="list-style-type: none"> Measure throws and jumps. Timed races Demonstrate how to perform techniques safely Student ability to assess their own and others' technique 	<ol style="list-style-type: none"> Final small group routine. 	
Resources available	I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22	I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22	I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22	I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22	Power points and lesson plans available on the shared area. I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22	I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22
Notes Why this topic is important...	<ul style="list-style-type: none"> Students secure the understanding of key skills to attack and defend in each of the sports. Students are able to consistently demonstrate how to restart games and the key rules for each of the different sports so that games can be ran independently. Chest pass, bounce pass, pop pass and overhead pass are fundamental skills that students will have secured, meaning that they become more effective during game situations. This also allows students to apply this within their understanding of different tactics so that they can effectively outwit an opponent. Ensuring a secure understanding of the tackling technique in Rugby is important so that games can be played safely and competitively. 	<ul style="list-style-type: none"> This activity allows students to further enhance their understanding of how different tactics can be applied to different situations to gain an advantage over an opponent This activity enables students to consistently demonstrate effective hand eye coordination, balance, speed, power and flexibility that are required to be successful across all sports 	<ul style="list-style-type: none"> Students secure their understanding of the different components of fitness and training methods, whilst understanding how each of them are most applicable to different sporting disciplines This will enable them to improve their own practical performance within various areas of PE and BTEC Sport, achieving a higher-grade boundary. Students' improved knowledge around physical/skill related fitness tests allows them to evaluate sporting performance in more detail whilst being able to compare it against normative data, offering ways to improve their own and peer's performance in PE and further into KS4 for those who choose to study BTEC Sport. 	<ul style="list-style-type: none"> Students secure and develop their understanding of the correct running technique that will allow them to run at their optimal speed. An integral aspect of sport. Students secure and develop their understanding of different aspects the correct throwing technique that will allow them to perform successfully in sports where throwing is integral. This is common amongst a wide range of sports. Within many athletic events, coordination is important, this will support students in a variety of 	This allows all students to have a broad and balanced range of experiences across the national curriculum. They have the opportunity to develop their performance skills in front of their peers and evaluation skills. These activities will develop students confidence in performing in front of each.	This topic develops skills that enable students to work effectively as a team. These skills can then be used to ensure success in other invasion games. Compass skills are learnt to give students the basic knowledge in preparation for Orienteering in Yr8 and beyond. This topic aims to develop student's resilience which will enable students to work through problems that are put in front of them within life.

			<ul style="list-style-type: none"> Students understanding of the principles of training prepares those who choose to study BTEC sport, specifically for Unit 3, where they will need to apply this knowledge when creating a training programme, to ensure the programme is effective and successful. 	<p>sports enabling to perform more effectively.</p> <ul style="list-style-type: none"> Students secure their understanding of how to self and peer assess performance, whilst being able to offer suggestions of how to improve it. This will support students within Unit 2 of BTEC Sport where they are required to assess their performance and compare it to professionals. 		
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