

Yr Group	Topic	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links / Transferable knowledge.	Assessment
Year 7	Fitness Induction	Fitness testing	<p>To develop knowledge of health and skill related fitness.</p> <p>Demonstrate the ability to perform fitness tests using the correct procedures.</p> <p>Identify personal fitness levels in comparison to normative data.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Hand Grip Dynamometer</li> <li>• Sit Ups/Press Ups</li> <li>• Cooper Run</li> <li>• Sit and Reach</li> <li>• BMI (although not required practically)</li> <li>• Standing Broad Jump</li> <li>• Hand Ball Wall Throw</li> <li>• Ruler Drop</li> <li>• Illinois Agility Test</li> <li>• Standing Stork</li> <li>• 30m Sprint</li> </ul>	<p>Independence/ Resilience</p> <p>Enquiry/Research</p> <p>Debate/Oracy</p> <p>Collaboration.</p> <p>Analysing Information.</p> <p>Practical skills</p>	<p>Progressive through KS3</p> <p>GCSE PE/NCFE</p> <p>Health and Fitness – Fitness Testing, Components of Fitness.</p>		<p>KPI 1 Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.</p> <p>KPI 7 Demonstrates appropriate strength, stamina and suppleness across activities, including being able to complete short periods of sustained exercise.</p>
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Year 7	Netball	Movement, space, passing and receiving	To understand the concept of space. To create space and movement patterns by changing direction or changing pace. To understand and begin applying the footwork rule. To be able to send and receive the ball in a closed situation and developing confidence in a competitive situation	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.  KPI 2 Successfully employs simple tactics or creative processes in practical settings.  KPI 3 Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.  KPI 4 Successfully leads a partner in a simple activity, showing respect, empathy and good
		Outwitting opponents and ball handling	To be able to outwit opponents to receive the ball. To understand the importance of 'getting free' in order to attack. To develop their understanding of strategic and tactical plays to beat and outwit an opponent. To develop understanding of netball rules and positions and associated court areas.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Shooting	To develop their understanding and knowledge of where on the court shooting can take place. To accurately replicate the technique for a correct shooting action. To be able to evaluate pupils shooting technique and suggest ways to improve.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Attacking play/dodging	To be able to move accurately into a space to receive a well-timed pass. To explore ideas, concepts of attacking play when in space and in possession of the ball. Be able to pivot after receiving a pass. Identify individual and team strengths and areas for improvement.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Defending/positional awareness	To be able to mark players without the ball and deny attacking space. Marking the player in possession of the ball. To be able to identify the distinct roles of each playing position and the areas permitted. To confidently describe the rules regarding	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy	Progressive through KS3  GCSE PE Practical		

			contact. To be able to outwit opponents using learnt defending skills and techniques. To develop the skill of anticipation in a game situation.	Collaboration. Analysing Information. Practical skills			cooperation skills in doing so.
	Outwitting Opponents in a competitive game situation		To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in netball. To demonstrate the ability to evaluate performances and suggest ways to improve. Apply strategies and tactics when attacking and defending.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 5 Understands simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.  KPI 6 Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.
		Leadership to incorporate throughout the unit	Lead a partner effectively for a minimum of 10 minutes. Display respect, empathy and co-operation whilst leading Explain an activity to their partner using at least two verbal and two non-verbal communication skills. Demonstrate enthusiasm whilst leading. Display the understanding of how to overcome a challenge on at least one occasion (if the situation does not arise, the teacher could offer a verbal challenge, eg: "what if this happens...")	Creativity / Imagination Independence / Resilience Collaboration. Problem solving.			
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Year 7	Dance	Dance Intro + timing development	To develop movements based on the football theme to create their own warm up section. To be able to accurately replicate the basic abstract movements created in time to the music. To organise and perform these movements in a 4 bar sequence. To analyse each other work and suggest ways to improve.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.  KPI 2 Successfully employs simple tactics or creative processes in practical settings.  KPI 3 Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.  KPI 7 Demonstrates appropriate strength, stamina and suppleness across activities, including being
		Use of formations (Attack section)	To develop a 4 bar sequence of abstract movements based on Football attacks. To be able to replicating movements in a small sequence. To develop the use of formations and levels along with compositional ideas. To analyse each other work and suggest ways to improve.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Use of canon (Solo section)	To develop abstract movements based on Football solo movements. To be able to replicating movements in a small sequence. To develop the gesture and mime and levels along with compositional ideas. To peer assessment each other's performances.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Development of 2nd attack section	To develop varied abstract movements based on Football attacks. To understand the importance of timing and beat recognition. To develop the use of body language and expression to convey ideas. To develop self assessment and analyse own performance.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Celebration section	To compose a 2 bar sequence expressing gestures and movements based on celebration. To understand and appreciate the need to make decisions about choice of movements and refining ideas when unsuccessful.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy	Progressive through KS3  GCSE PE Practical		

				Collaboration. Analysing Information. Practical skills			able to complete short periods of sustained exercise.
	Refining performance	To accurately replicate full dance sequence using style, fluency and control. To improve pupils appreciation of performance and ways of improving.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical			
	Health to incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination	GCSE/NCFE Components of Fitness Warm-Up Cool Down Healthy Balanced Lifestyles. Benefits of Exercise.			
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Year 7	Badminton	Introduce the grip and ready position	To be able to demonstrate & use the correct grip. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket from a ready position. To understand the different lines and areas on the court and be able to move around between them quickly.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.  KPI 2 Successfully employs simple tactics or creative processes in practical settings.  KPI 3 Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.  KPI 7 Demonstrates appropriate strength, stamina and suppleness across activities, including being
		Basic underarm service + court lines	To accurately replicate a serving technique. To be able to strike the shuttle consistently with enough height and weight to carry the net. To begin to score & officiate a competitive doubles game using the correct court markings.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Introduce the underarm clear	To perform and replicate underarm clear with control and coordination. To understand when best to use underarm clear. To develop the skill of outwitting an opponent using a combination of shots.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Introduce the overhead clear	To perform and replicate overhead clear with control and fluency. To begin to outwit opponents with movement of the shuttle. To understand court markings and basic scoring.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Introduce the drop shot	To be able to outwit opponents using simple drop shot. To understand the importance of movement and shuttle placement in order to attack. To begin to develop strategic and tactical play during a rally.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Outwitting Opponents in a competitive game situation	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To identify strengths and weaknesses when playing & adapt strategies where necessary.	Creativity / Imagination Independence/ Resilience Enquiry/Research	Progressive through KS3  GCSE PE Practical		

			To demonstrate a variety of tactics based on the movements of others.	Debate/Oracy Collaboration. Analysing Information. Practical skills			able to complete short periods of sustained exercise.
		Health to incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination	GCSE/NCFE Components of Fitness Warm-Up Cool Down Healthy Balanced Lifestyles. Benefits of Exercise.		
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Year 7	Athletics	Introduce running style (100/200/400m)	To be able to perform the basic technique for an effective sprint race. To replicate the correct posture, arm action and leg action. To evaluate performance of self and others and suggest ways technique may be improved. To understand components of fitness for sprint races.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.  KPI 2 Successfully employs simple tactics or creative processes in practical settings.  KPI 3 Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.  KPI 7 Demonstrates appropriate strength, stamina and suppleness across activities, including being
		Introduce pace running – 800m	To accurately replicate basic technique for an effective paced race. To perform an 800m race refining ability to pace the performance to sustain 2 laps. To understand components of fitness involved in longer distance races.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Jumping- long jump	To accurately replicate the technique for an effective long jump. To perform and record distance achieved. To understand the rules regarding take off and landing. To understand the components of fitness involved in jumping events.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Throwing – shot putt	To accurately replicate the technique for an effective shot putt. To perform and record distance achieved. To understand the rules regarding throwing and ball landing. To understand the fitness needs of throwing events.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Throwing - javelin	To accurately replicate the technique for an effective javelin throw. To perform the event and record distance achieved. To understand the rules regarding the throw and landing. To develop the ability to evaluate technique after each throw.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Hurdles	To perform the event and record time achieved. To accurately replicate an effective hurdling technique. To understand and appreciate the need to make decisions	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE		

			about refinement of technique to maintain speed throughout.		Practical		able to complete short periods of sustained exercise.
		Health to incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination			
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Year 7	Rounders	Ball familiarisation/catching	To develop an understanding and knowledge of the basic fundamentals of Rounders. To be able to accurately replicate a basic throwing & catching technique. To be able to play conditioned game in which they understand and apply basic tactics.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical skill transfer		KPI 1 Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.  KPI 2 Successfully employs simple tactics or creative processes in practical settings.  KPI 3 Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.  KPI 4 Successfully leads a partner in a simple activity, showing respect, empathy and good
		Fielding	To use both underarm & over arm throws depending on game situations. To accurately replicate long barrier and use effectively in a game. To begin to outwit opponents with the use of bating shots. To develop communication skills, teamwork through rounders game play.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical skill transfer		
		Bowling	To accurately replicate the correct bowling technique. To understand what makes a legal ball and penalty for persistent no balls. To play conditioned game understanding the rules and tactics. To incorporate bowling, batting, fielding into a game of rounders.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical skill transfer		
		Batting	To accurately replicate the batting technique. To understand the importance of ball placement in relation to the fielders. To develop knowledge of rounders rules and use effective communication as a team. To refine basic tactical ideas depending on successful outcomes.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical skill transfer		
		Fielding tactics/strategies to outwit opponents	To understand the fielders roles and base responsibilities. To understand basic tactics to outwit batters & fielders respectively. To make effective evaluations of strength and weaknesses, of self and others' performance.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy	Progressive through KS3  GCSE PE Practical skill transfer		

				Collaboration. Analysing Information. Practical skills			cooperation skills in doing so.
	Competitive game situations	To perform and replicate a combination of skills to outwit opponents in a game situation. The pupils are to develop their knowledge and understanding of the rules of rounders. To demonstrate a variety of tactics based on the opposition.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical skill transfer			KPI 5 Understands simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.  KPI 6 Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.
		Leadership to incorporate throughout the unit	Lead a partner effectively for a minimum of 10 minutes. Display respect, empathy and co-operation whilst leading Explain an activity to their partner using at least two verbal and two non-verbal communication skills. Demonstrate enthusiasm whilst leading. Display the understanding of how to overcome a challenge on at least one occasion (if the situation does not arise, the teacher could offer a verbal challenge, eg: "what if this happens...")	Creativity / Imagination Independence / Resilience Collaboration. Problem solving.			
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Year 7	Health and Fitness	Introduce heart rate + basic step test	To be able to measure resting heart rate and understand significance. To be able to perform the basic step technique. To evaluate performance of self and others and understand basics about recovery. To understand the meaning of cardiovascular fitness.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration.  Analysing Information. Practical skills	Progressive through KS3		KPI 1 Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.
		Sustained running – cooper test	To be able to measure resting heart rate and understand significance. To accurately replicate a sustained running technique for 12 minutes. To perform and record the distance achieved. To understand the relationship between heart rate recovery and fitness level.		GCSE PE/NCFE Health and Fitness –		
		Components of skill related fitness	To accurately replicate skill related fitness tests. To perform and record levels achieved. To understand the relationship between test scores and strengths as a performer. To develop the ability to recognise good performances.		Fitness Testing		
		Components of health related fitness	To accurately replicate health related fitness tests. To perform and record levels achieved. To understand the relationship between test scores and strengths as a performer. To develop the ability to recognise good performances.		Components of Fitness.		
		Basic Circuit	To accurately replicate the basic technique at each station. To sustain performance over 2 laps. To understand how to make the circuit harder. To understand components of fitness involved in performance.		Methods of Training		
		Circuits – Netball specific	To accurately replicate the Netball based techniques at each station. To appreciate the need for a specific circuit and how it can be adapted to suit individual needs. To		Training Zones		
					Principles of Training		KPI 7 Demonstrates appropriate strength, stamina and suppleness across activities, including being able to complete short periods of sustained exercise.
					ST/LT Effects		KPI 8 Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.
					Health, Fitness, Exercise and Performance		KPI 9 Knows and can explain how physical activity contributes to a

			work cooperatively with partner to ensure improve in skill and football related fitness.				balanced, healthy lifestyle.
		Health to incorporate throughout the unit	<p>Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.</p> <p>Identify benefits of a warm up and cool down</p> <p>Identify the phases of a warm up/cool down.</p> <p>Identify short term effects of exercise on the body systems.</p> <p>Conduct an effective warm up independently that contains a pulse raiser, stretches, and activity specific drills.</p> <p>Identify the health and skill related components.</p> <p>Identify fitness tests for these components of fitness.</p> <p>Define health, fitness, exercise and performance.</p> <p>Explain how physical activity can benefit physical, mental and social wellbeing.</p>				
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Year 8	Fitness Induction	Fitness testing	<p>To further develop knowledge of health and skill related fitness.</p> <p>Demonstrate the ability to perform fitness tests using the correct procedures, linking them to components of fitness.</p> <p>Demonstrate an awareness of personal fitness levels in comparison to normative data.</p> <ul style="list-style-type: none"> <li>• Hand Grip Dynamometer</li> <li>• Sit Ups/Press Ups</li> <li>• Cooper Run</li> <li>• Sit and Reach</li> <li>• BMI (although not required practically)</li> <li>• Standing Broad Jump</li> <li>• Hand Ball Wall Throw</li> <li>• Ruler Drop</li> <li>• Illinois Agility Test</li> <li>• Standing Stork</li> <li>• 30m Sprint</li> </ul>	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE/NCFE Health and Fitness –  Fitness Testing  Components of Fitness.		KPI 1 Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.  KPI 7 Sustains stamina for longer periods in specific activities and uses different components of fitness to improve their health and well-being.
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Year 8	Netball	Recap passing Skills & fundamental rules	To demonstrate control and accuracy of passing and catching. To abide by footwork, contact and obstruction rules during a game. To be able to catch the ball from a variety of situations with improved technique and greater consistency. To be able to perform these in a small sided game activities to outwit opponents.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.  KPI 2 Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.  KPI 3 Accurately explains and evaluates the effectiveness of their own and/or others' performances and suggests appropriate improvements.
		Timing of pass/support play	To be able to outwit opponents using a variety of passes with accuracy and timing. To be able to move accurately into a space to receive a well timed pass. To develop their understanding of strategic and tactical play and refine ideas based on successful outcomes.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Attacking play	To demonstrate good positioning whilst dodging to allow effective attacking strategies. To perform skills in a small sided game activity making decisions about how best to advance on opposition. To explore ideas, concepts of attacking play when in space and with ball possession. Identify individual and team strengths and areas for improvement.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Shooting	To be able to select different tactics to outwit a defender when shooting at the goalpost. To accurately replicate the technique for a correct shooting action even under pressure. To be able to evaluate pupils shooting technique and suggest ways to improve.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		

	Marking/defending	To accurately replicate defending skills. To be able to mark an opponent and intercept passes sent towards them. To apply defending principles when devising game plans. To be able to outwit opponents using learnt defending skills and techniques. To describe the rules and begin to umpire a game of netball.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 4 Leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills.
	Outwitting Opposition	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in netball and feel confident identifying violations of rules.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 5 Understands more complex tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.
	Leadership to incorporate throughout the unit	Use at least 2 motivational methods whilst leading small groups. Display confidence whilst leading. Organises equipment and people quickly and efficiently Explain and lead an activity to a small group, using at least two verbal and two nonverbal communication skills. Communicate effectively with participants whilst an activity is taking place	Creativity / Imagination Independence / Resilience Collaboration. Problem solving.	Leadership to incorporate throughout the unit		KPI 6 Accurately reflects on progress towards ambitious personal challenges and/or goals in PE and/or leadership.
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Year 8	Dance	Olympic introduction	To develop movements based on the Olympic theme. To investigate which sports to use and how to create a dance based movement to represent them. To be able to accurately replicate the basic movements in time to the music. To organise and perform these movements in an 8 bar sequence.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.  KPI 2 Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.  KPI 3 Accurately explains and evaluates the effectiveness of their own and/or others' performances and suggests appropriate improvements.  KPI 7 Sustains stamina for longer periods in specific
		The Olympic rings	To be able to replicate movements in a small sequence. To develop the use of formations and levels along with compositional ideas of their own. To organise and perform these movements in 8 bar sequences.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Transition between sections	To develop the use of formations, levels, timing and compositional ideas. To analyse each other work and suggest ways to improve. To focus on smooth transitions between sporting actions and timing as a group.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Know the music	To understand the importance of timing and beat recognition. To develop the use of body language and expression to convey ideas. To continue developing their routines and incorporate the feedback from last lesson	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Finale section	To complete group dance focusing on timing and movement patterns. To understand and appreciate the need to make decisions about choice of movements and refining ideas when unsuccessful.	Creativity / Imagination Independence/ Resilience Enquiry/Research	Progressive through KS3  GCSE PE Practical		

				Debate/Oracy Collaboration. Analysing Information. Practical skills			activities and uses different components of fitness to improve their health and well-being.
		Final performance	To accurately replicate full dance sequence using style, fluency and control. To improve pupils appreciation of performance and ways of improving. To develop performance skills through audience analysis.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Health to incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination	GCSE/NCFE Components of Fitness Warm-Up Cool Down Healthy Balanced Lifestyles. Benefits of Exercise. 'Health' and 'Fitness' Muscular- Skeletal system.		
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Year 8	Badminton	Ready position	To be able to demonstrate & use the ready position. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket consistently. To develop the ability to outwit opponents with movement of the shuttle.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.  KPI 2 Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.  KPI 3 Accurately explains and evaluates the effectiveness of their own and/or others' performances and suggests appropriate improvements.
		The clear	To replicate overhead clear with control and accuracy. To consistently replicate this shot in a match situation implementing strategies for success. To understand court markings and the strong/weak side of an opponent.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Smash shot & preparation	To be able to accurately replicate a smash shot. To understand the movement and preparation for an effective smash. To appreciate how to adjust shot selection based on opponents positioning. To begin to officiate badminton matches fairly and accurately.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Disguised shots (drop shot/flick shot)	To be able to outwit opponents using simple a disguise. To understand the importance of movement and shuttle placement in order to attack. To confidently score a game of singles and doubles.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Doubles/singles game play	To understand and appreciate the need to make decisions about choice of strategy depending on whether attacking of defending. To describe the difference in doubles court markings. To be able to assess & evaluate own performance and weaknesses.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration.	Progressive through KS3  GCSE PE Practical		

				Analysing Information. Practical skills			KPI 7 Sustains stamina for longer periods in specific activities and uses different components of fitness to improve their health and well-being.
		Outwitting Opponents in a competitive game situation	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To demonstrate knowledge and understanding of the rules. To identify strengths and weaknesses when playing & adapt strategies where necessary.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Health to incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination	GCSE/NCFE Components of Fitness Warm-Up Cool Down Healthy Balanced Lifestyles. Benefits of Exercise. 'Health' and 'Fitness' Muscular- Skeletal system.		
Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.							

Yr Group	Topic	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links / Transferable knowledge.	Assessment
Year 8	Athletics	Sprint running technique (100/200/400m)	To accurately replicate sprinting technique. To adjust body movements to create more drive/speed/power. To understand components of fitness involved in short distance races. To adhere to running rules in all track events	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.  KPI 2 Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.  KPI 3 Accurately explains and evaluates the effectiveness of their own and/or others' performances and suggests appropriate improvements.  KPI 7 Sustains stamina for longer
		Middle distance running – 800m	To accurately replicate basic technique for an effective 800m race. To understand the need to pace the race in order to sustain 2 laps. To develop components of fitness involved in 800m. To evaluate performance of self and others and suggest ways technique may be improved.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Jumping - high jump	To accurately replicate the technique for an effective high jump. To understand the rules regarding take off and perform a legal jump. To record and analyse the height achieved. To understand the components of fitness involved in high jump.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Throwing – shot putt	To perform and accurately replicate the technique for an effective shot putt. To record distance achieved in relation to previous best and peers. To understand the rules regarding throwing and ball landing. To develop an understanding of the why some pupils throw further.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Throwing - javelin	To perform and accurately replicate the technique for an effective javelin. To record distance achieved in relation to previous best and peers. To understand the rules regarding the throw and landing. To	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		

			understand factors that may affect the throwing of the javelin.				periods in specific activities and uses different components of fitness to improve their health and well-being.
	Relay		To accurately replicate sprinting technique and demonstrate knowledge of change over skills. To understand rules regarding sprint relay and adhere to them. To make decisions about pupils strengths and placement in the relay teams legs.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
	Health to incorporate through the unit		Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination	GCSE/NCFE Components of Fitness Warm-Up Cool Down Healthy Balanced Lifestyles. Benefits of Exercise. 'Health' and 'Fitness' Muscular- Skeletal system.		
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Yr Group	Topic	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links / Transferable knowledge.	Assessment
Year 8	Rounders	Fielding skills	To accurately replicate long barrier and use effectively in a game. To develop creative thinking & outwitting opponents with the placement of the ball. To be able to play conditioned game in which they understand and apply basic tactics. To develop communication skills, teamwork through rounders game play.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.  KPI 2 Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.  KPI 3 Accurately explains and evaluates the effectiveness of their own and/or others' performances and suggests appropriate improvements.  KPI 4 Leads and motivates others in pairs or team/small
		Bowling development	To accurately replicate a legal bowling technique. To incorporate spin & disguise into bowling to outwit batter. To understand what makes a legal ball and penalty for 3 no balls. To incorporate bowling, batting, fielding technique into a full game of rounders.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Batting development	To accurately replicate the batting technique. To develop the ability to hit the ball into space in relation to fielders. To refine tactical ideas depending on opposition. To analyse individual strengths and make tactics changes to the batting order/field positions as a result.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Positional roles	To explore rounders positions and the relevant roles at each point. To develop knowledge of backstop to 1st base tactics. To understand the need to change field positioning depending on batters set up. To develop creative thinking & outwitting opponents during a game.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration.	Progressive through KS3  GCSE PE Practical		

				Analysing Information. Practical skills			group situations demonstrating confidence and good organisational skills.
	Tactics/strategies to outwit opponents	To perform and replicate a combination of skills to outwit opponents in a game situation. To understand the importance of judgment as a batter in response to fielders actions. To make effective evaluations of strength and weaknesses, of self and others' performance.		Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 5 Understands more complex tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.
	Tactics/strategies to outwit opponents	To demonstrate the ability to outwit an opponent in a game situation use a range of batting, bowling and fielding techniques. To demonstrate knowledge and understanding of the rules of rounders. To perform effective communication & teamwork skills.		Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 6 Accurately reflects on progress towards ambitious personal challenges and/or goals in PE and/or leadership.
	Leadership to incorporate throughout the unit	Use at least 2 motivational methods whilst leading small groups. Display confidence whilst leading. Organises equipment and people quickly and efficiently Explain and lead an activity to a small group, using at least two verbal and two nonverbal communication skills. Communicate effectively with participants whilst an activity is taking place		Creativity / Imagination Independence / Resilience Collaboration. Problem solving.	Leadership to incorporate throughout the unit		
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Year 8	Orienteering	Understanding and Orienteering Map	Understand the map features and key symbols. Be able to match map to ground features and vice versa. Be introduced to orientating and thumbing the map	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	KPI's Progressive through KS3		KPI 1 Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.
		Star Exercises	Understand the importance of orientating and setting map with Magnetic North. Build on their knowledge of map features and symbols.		GCSE PE/NCFE Health and Fitness –		
		Linear Journey – Cone Activities	Understand the importance of 'Thumbing' the map. Build on the skill of setting the map i.e., orientating map to Magnetic North.		Fitness Testing		
		Linear Journey – Loop Course Activities	Understand the importance or resetting their map at each control point. Understand the importance of making a journey plan between controls.		Components of Fitness.		
		Score Course Activity	Develop knowledge about route choice and plan an efficient route to visit as many controls in a given time period. Develop the ability to journey plan.		Methods of Training		
		Competitive Linear Course	Use all previous skills to navigate as efficiently and quickly around a linear course.		Training Zones		
		Health – To incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations. Identify the names of the main muscles used in 3 different types of physical activity Identify 3 long term effects of exercise specific to the physical activity being performed.		Principles of Training		
			Diet and Nutrition	KPI 7 Sustains stamina for longer periods in specific activities and uses different components of fitness to improve their health and well-being.			
				KPI 8 Demonstrates good functional knowledge of basic anatomical structures.			
				KPI 9 Accurately explains the importance of nutrition and hydration for either success in sport or general physical			

		<p>Explain the importance of nutrition, especially carbohydrates, protein and water when participating in physical activity.</p> <p>Explain the importance of a healthy balanced diet for general physical and mental well-being.</p>				and mental well-being.
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Year 9	Fitness Induction	Fitness testing	<p>To further develop knowledge of health and skill related fitness.</p> <p>Show an understanding of how fitness tests are able to measure the components of fitness.</p> <p>Demonstrate an awareness of personal fitness levels and show and understanding of strengths and areas to improve.</p> <ul style="list-style-type: none"> <li>• Hand Grip Dynamometer</li> <li>• Sit Ups/Press Ups</li> <li>• Cooper Run</li> <li>• Sit and Reach</li> <li>• BMI (although not required practically)</li> <li>• Standing Broad Jump</li> <li>• Hand Ball Wall Throw</li> <li>• Ruler Drop</li> <li>• Illinois Agility Test</li> <li>• Standing Stork</li> <li>• 30m Sprint</li> </ul>	<p>Creativity / Imagination</p> <p>Independence/ Resilience</p> <p>Enquiry/Research</p> <p>Debate/Oracy</p> <p>Collaboration.</p> <p>Analysing Information.</p> <p>Practical skills</p>	<p>Progressive through KS3</p> <p>GCSE PE/NCFE Health and Fitness –</p> <p>Fitness Testing</p> <p>Components of Fitness.</p>		<p>KPI 1 Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.</p> <p>KPI 7 Consistently meets the strenuous exercise demands required for specific activities, using combinations of strength, stamina, suppleness and speed to good effect.</p>
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Year 9	Netball	Recap netball fundamentals	To demonstrate knowledge & understanding of netball rules. To perform a variety of passes at speed and with control. To be able to perform these in a small sided game activity to outwit opponents. To be able to catch the ball from a variety of situations with improved technique and greater consistency.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.
		Use of space/court linkage	To be able to make decisions about sending & receiving the ball into a space, positioning to receive a pass. To be able to outwit opponents using a variety of techniques and passes with accuracy and timing. To develop & refine strategic and tactical play and adapt ideas based on successful outcomes.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 2 Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.
		Attacking principles	To demonstrate effective team play using attacking principles and be able to devise and select appropriate strategies. To perform skills in small sided game activities making decisions about how best to advance on opposition. To explore ideas, concepts of attacking play when in space and in possession of the ball.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 3 Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.
		Defending principles	To accurately replicate effective marking techniques and intercept any passes sent towards them. To outwit opposition when applying defending principles and when devising game plans. To evaluate individual performances and suggest ways to improve.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information.	Progressive through KS3  GCSE PE Practical		KPI 4 Confidently undertakes leadership and officiating roles showing a good

			Practical skills			knowledge and application of appropriate rules/laws and effective communication skills.
	Tactics- Centre pass/within the circle	To be able to select advanced tactics to outwit opposition. To be able to evaluate tactical outcomes and consider how to improve performance. To adapt game plans in response to the opposition and the state of the game.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 5 Sensitive adapts activities (using the STEP principle) when leading peers of different abilities and backgrounds so that they are included and supported to succeed.
	Game play	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in netball.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 6 Proves to be an effective role model by applying themselves fully in a range of contexts and showing resilience to overcome setbacks.
	Leadership to incorporate throughout the unit	Act as a choreographer for a minimum of 10 minutes. Use at least two verbal and two non-verbal communication skills on two different occasions whilst leading. Demonstrate at least 1 way that an activity can be adapted to make it less challenging, and at least 1 way to make it more challenging. Act professionally as both a leader and participant within lessons. Display the ability to effectively overcome at least one setback whilst leading, e.g. difficulties with equipment, challenging behaviour etc.	Creativity / Imagination Independence / Resilience Collaboration. Problem solving.	Leadership to incorporate throughout the unit		

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Year 9	Dance	Dance Intro	To accurately replicate actions, phrases and sequences. To demonstrate a wide variety of actions using fluency, linking body actions and movement phases throughout the dance.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.  KPI 2 Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.  KPI 3 Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.  KPI 7 Consistently meets the strenuous exercise demands required for specific
		Development of set choreography	To explore and communicate ideas, concepts and emotions through set choreography. To refine and adapt techniques using dance key terms throughout. To develop individual precision, control and fluency.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Pair sequence	To select and combine skills, techniques and ideas and use them in a short duet piece. To develop the use of imaginative ways to entertain the audience. To understand the impact of a dance on an audience.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Group sequence	To modify and refine techniques to improve performance and adapt their actions in response to changing environment. To analyse and comment on sections of own and others' dance. To appreciate how to make adjustments and adaptations when performing individually and in groups.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		

	Rehearsal	To plan, organise and lead practices safely. To develop the ability to make decisions about how to improve their performance and the performance of others. To understand the need to constantly refine performances and how to utilise the strengths of individuals in a group.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		activities, using combinations of strength, stamina, suppleness and speed to good effect.
	The performance	To analyse performances, identifying strengths and weaknesses in others' performances. To understand what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
	Health to incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination	GCSE/NCFE Components of Fitness Principles of training Benefits of Exercise. 'Health' and 'Fitness' Diet and Nutrition		
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Year 9	Badminton	Movement and forehand rallying	To develop the ability to outwit opponents with movement of the shuttle. To understand the different lines and areas on the court and be able to move around between them quickly. To identify strengths and weaknesses when playing & adapt strategies where necessary.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.  KPI 2 Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.  KPI 3 Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.  KPI 7 Consistently meets the
		Overhead Clear	To perform and replicate overhead clear with direction and intention to outwitting an opponent. Begin to attempt more advanced variations of this shot including the backhand clear. To score and officiate games fairly.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Smash/Jump Smash	To be able to accurately replicate a smash shot with control and power. To understand the importance of movement and preparation for an effective smash and how to make adjustments. To officiate badminton matches fairly and accurately.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Drop shot (underarm and overarm)	To replicate simple and more complex drop shot variations. To understand drop shot placement to produce a productivity outcome. To begin to develop strategic and tactical play during a rally. To confidently score a game.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Doubles and singles tactics	To develop their understanding and knowledge of basic outwitting strategies. To understand how movement of the shuttle will result in dominating rallies. To understand and appreciate the need to make decisions about choice of strategy	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration.	Progressive through KS3  GCSE PE Practical		

			depending on whether attacking of defending.	Analysing Information. Practical skills			strenuous exercise demands required for specific activities, using combinations of strength, stamina, suppleness and speed to good effect.
	Outwitting Opposition		To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To demonstrate knowledge and understanding of the rules.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
	Health to incorporate throughout the unit		Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination	GCSE/NCFE Components of Fitness Principles of training Benefits of Exercise. 'Health' and 'Fitness' Diet and Nutrition		
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Year 9	Athletics	Sprint running technique (100/200/400m/relays)	To accurately replicate sprinting technique adjusting small elements to improve overall performance. To use a sprint start to create power/speed. To understand the different phases of a race and why they are used. To realise how athletics can promote a healthy lifestyle.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.
		Middle distance running – 800m	To accurately replicate and maintain an effective running technique. To understand how to pace a race reflecting on own ability. To understand the role of heart and lungs and their importance during an 800m. To evaluate self performance against previous bests.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 2 Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.
		Jumping - triple jump	To accurately replicate the technique for an effective triple jump. To perform and record the distance achieved. To understand the rules regarding take off and landing. To understand the components of fitness involved in jumping events and the meaning of 'plyometrics training'.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 3 Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.
		Throwing – shot putt	To perform and accurately replicate the shuffle technique for shot putt. To record distance achieved in relation to previous years bests. To understand the rules regarding the shot putt event. To understand the main phases that forms the full technique and begin to refine individual elements.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration.	Progressive through KS3  GCSE PE Practical		KPI 7 Consistently meets the strenuous exercise demands required for specific

				Analysing Information. Practical skills			activities, using combinations of strength, stamina, suppleness and speed to good effect.
	Throwing - javelin	To perform and accurately replicate the technique for javelin. To incorporate the use of a run up and understand what effective this has on performance. To record distance achieved in relation to previous best. To understand the rules regarding the javelin throw.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical			
	Jumping - High jump	To accurately replicate the technique for an effective high jump. To understand the rules regarding take off and competition. To record the height achieved. To understand the components of fitness involved in high jump.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical			
		Health to incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination	Progressive through KS3  GCSE PE Practical		
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Year 9	Rounders	Throwing/catching/fielding	To accurately replicate fielding skills and use effectively in a game. To develop communication skills, teamwork through rounders game play. To develop creative thinking & outwitting opponents with the placement of the ball. To be able to play game and apply batting/fielding tactics	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.
		Bowling development	To accurately replicate a legal bowling technique. To develop the ability to add disguise + power into bowling action. To understand rules involving bowling. To incorporate bowling, batting, fielding technique into a full game of rounders.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 2 Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.
		Batting development	To develop batting technique incorporating power and placement. To develop strategic concepts when batting. To gain an understanding about exercise importance & healthy lifestyles.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 3 Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.
		Fielding roles/outwit opponents	To discover fielding roles at each point. To develop an understanding of how pupils can outwit opponents. To make decisions about field positioning in response to batter analyse. To show a confident understanding of umpire calls/rules and batting/bowling infringements.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 4 Confidently undertakes leadership and officiating roles showing a good
		Evaluation of tactics/peer assessment	To perform and replicate a combination of skills to implement tactics & to outwit opponents. To make effective evaluations of strength and weaknesses of pupils	Creativity / Imagination Independence/ Resilience Enquiry/Research	Progressive through KS3  GCSE PE Practical		

			performance. To develop the ability to become a reflective learner & suggest fitness needs of rounders players.	Debate/Oracy Collaboration. Analysing Information. Practical skills			knowledge and application of appropriate rules/laws and effective communication skills.
	Game play		To demonstrate a variety of tactics based on the opposition. To demonstrate the ability to outwit an opponent in a game situation use a range of batting, bowling and fielding techniques. To demonstrate a confident understanding of the rules of rounders.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3	GCSE PE Practical	KPI 5 Sensitive adapts activities (using the STEP principle) when leading peers of different abilities and backgrounds so that they are included and supported to succeed.
	Leadership to incorporate throughout the unit		Act as an official for a minimum of 10 minutes. Use at least two verbal and two non-verbal communication skills on two different occasions whilst leading. Demonstrate at least 1 way that an activity can be adapted to make it less challenging, and at least 1 way to make it more challenging. Act professionally as both a leader and participant within lessons. Display the ability to effectively overcome at least one setback whilst leading, e.g. difficulties with equipment, challenging behaviour etc.	Creativity / Imagination Independence / Resilience Collaboration. Problem solving.	Progressive through KS3	GCSE PE Practical	KPI 6 Proves to be an effective role model by applying themselves fully in a range of contexts and showing resilience to overcome setbacks.
Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.							



Yr Group	Topic	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links / Transferable knowledge.	Assessment
Year 9	Health and Fitness	Components of Fitness Testing	To accurately replicate tests for health/skill related fitness. To understand the relationship between test scores and strengths as a performer. To develop individual weaknesses by targeting a specific station.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE/NCFE Health and Fitness –  Fitness Testing  Components of Fitness.  Methods of Training  Training Zones  Principles of Training  Personal Exercise Programme		KPI 1 Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.
		Methods of Training – Interval	To accurately replicate interval training techniques. To understand how interval training is used by elite athletes. To describe the changes in the body in response to exercise. To be able to take rest, working and recovery heart rates.				KPI 7 Consistently meets the strenuous exercise demands required for specific activities, using combinations of strength, stamina, suppleness and speed to good effect.
		Methods of Training – Fartlek	To accurately replicate fartlek training technique. To understand how to set up a fartlek training session. To understand the athletes that would use this training method and the benefits to physical, mental and social wellbeing.				KPI 8 Successfully applies a good understanding of the principles of safe and effective training to improve their health and performance.
		Methods of Training – Resistance	To accurately replicate weight training techniques. To understand how to create a training session based on Muscular Endurance or Muscular Strength. To understand the athletes that would use this training method and the benefits to physical, mental and social wellbeing.				KPI 9 Knows and can explain the importance of a
		Methods of Training – Circuit Training	To accurately replicate the netball/football based techniques/exercises at each station. To appreciate the need for a specific circuit and how it can be adapted to suit individual needs. To work cooperatively with partner to ensure improve in components of fitness and skills related to netball/football related fitness.				
		Group designed circuits	To demonstrate accurate replication of circuit techniques at each station. To				

			sustain performance over 2 circuits. To understand the components of fitness involved in a circuit performance and how it can be made harder. Understand how partaking in a physical activity outside of school or later in life can have a positive impact on physical, mental, and social wellbeing				healthy, active lifestyle in the promotion of mental, social and physical well-being.
	Health to incorporate throughout the unit		<p>Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.</p> <p>Identify 3 methods of training and demonstrate understanding of how they may be able to improve health and performance.</p> <p>Identify 2 principles of training and demonstrate understanding of how they are used to improve health and performance.</p> <p>Explain how the long term effects of exercise can have an impact on physical, mental and social wellbeing.</p> <p>Explain how partaking in a physical activity outside of school or later in life can have a positive impact on physical, mental, and social wellbeing.</p>				
Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.							