

KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED? KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE WIDER CURRICULUM LINKS

Academy curriculum intent: To provide EVERY student the opportunity to acquire academic excellence and those skills, qualities and experiences that develop well-rounded, successful and happy members of modern society.

- A 5 Year curriculum design approach for most subjects providing a logically sequenced educational journey.
- We follow the full National Curriculum at Key Stage 3 (KS3) to give our students the broadest and best start to their secondary education.
- We believe in personalisation and choice, so we offer one of the broadest ranges of KS4 GCSE option subjects in the Borough.
- Students are encouraged, but not forced to take EBacc subjects, resulting in significantly more students choosing these subjects, compared to National average.
- Knowledge and skill acquisition are key.
- We have a 'Teach to the Top' mantra, where challenge is always present and differentiation ensures all students have the scaffolding and support to 'Access the Top'
- EVERY student has access to the full ambitious curriculum. We do not reduce, narrow or restrict the curriculum for any learners.
- We pride ourselves on an extremely rich 'wider curriculum' including extracurricular; electives; trips and visits; values; oracy to increase our students'
 'Cultural Capital'
- We base our curriculum design and implementation on proven educational research methods.

Subject Curriculum Intent: The PE curriculum intends to generate an enjoyment of PE amongst students to cement their interest and enthusiasm of sport while teaching to the top to drive the performances of our students to exceed expectation. The content of lessons will also improve their understanding and ability in sport, but also, and quite notably, the curriculum aims to inspire students into fulfilling a lifelong interest in sport to support their future for a healthy active lifetstyle. The broadness of the sports within the 5-year plan ensures to give a wide variety to support engagement. The aim at KS3 is to develop new skills while exploring a variety of sports. Students will learn 'HOW TO' perform skills in Year 7, then look at 'DECISION-MAKING' in year 8 followed by 'SPORT LEADERSHIP' in year 9. Each aspect will be supported by visiting a variety of team and individual sports while developing skills, improving tactical knowledge and understanding, improving fitness and giving students opportunities to reflect through evaluating and improving their own and other students' performances. Sports will be revisited across the 5-year curriculum to ensure opportunities for depth and further knowledge of sports. Links to GCSE PE will be made by having sports that are possible assessment options at GCSE level on the curriculum. There will also be theoretical links to GCSE PE through homeworks/questioning and tasks set in a booklet that are used in lessons. During KS4, students will have opportunities to develop further skills and knowledge in our compulsory CORE PE lessons which will offer some new sports that were not taught in KS3 to develop future healthy active lifestyles. Year 10 Core PE will focus on 'COGNITIVE SKILLS' while the Year 11 Core PE focus is 'FUTURE HEALTHY LIFESTYLES'. In GCSE PE, students will be looking at theoretical and practical sides of PE and sport. The practical will go into greater detail to improve technique/skills in assessed sports while the theory will cover all areas of the course. In theory lessons, students will develop understanding of all topics while also understanding questioning style and how to answer exam questions with the correct structure. Lagged learning and interleving of learning will be used across the 5-year curriculum through revisiting sports, transferring skills from one sport to another and also through low-stake weekly tests in GCSE theory to support retrieval and embedding the learning.



Aim	Year 7 INTRODUCE Year 7 will introduce students to key terminology, concepts and core skills needed to have success in this subject. In PE we focus on 'HOW TO' perform a skill in isolation and against opponents in year 7. We teach students knowledge of the key teaching points/technique required to support understanding. Rules and gameplay/tactics are also taught so that students have knowledge of the sports as well as opportunities to perform and practice the skills.	Year 8 DEVELOP Year 8 will develop the core skills introduced in year 7, placing greater emphasis on developing depth and understanding around key knowledge. In PE we focus on 'DECISION-MAKING' by following on from the skills previously taught in Year 7 so that students develop their knowledge of the sport through make decisions when performing. This gives them further understanding about knowing the right choices to make while being in conditioned practices to channel a specific decision depending on the focus for that lesson.	Year 9 (GCSE PE) EMBED Year 9 will embed key knowledge so that it is firmly fixed in the long term memory. In PE we focus on 'SPORT LEADERSHIP' development to encourage students' growth in communication, officiating/refereeing, teamwork, organisation and preparation skills in sport. This aims to further the holistic aspect of students while also engaging learners that may have an interest in sport through other capacities such as officiating roles as preferred to playing/performing. In turn this develops confidence and leadership qualities important in sport as well as futures in society/jobs.	Year 10 (GCSE PE) SECURE Year 10 will secure knowledge so that it can be recalled, explored and built upon with ease. In PE we focus on 'COGNITIVE SKILLS' which aims to secure students understanding of sports in further depth through continuing to revisit certain sports and put students into situations that promotes tactical awareness and cognitive skills by developing deeper knowledge of the game.	Year 11 (GCSE PE) MASTER Year 11 will demonstrate mastery in the subject knowledge, making connections with other topics/subjects and applying it to different contexts. In PE we focus on 'FUTURE HEALTHY LIFESTYLES' by offering lots of non-traditional sports and new sports that student may not have done before. This is to push engagement further especially for those students who have not already found a love or interest in a specific sport. Learning of new rules and concepts develops the knowledge aspect while students use game situations to develop new skills.
Unit 1	Baseline Assessment and Setting (2 weeks) Basketball/Hockey GROSS MOTOR MOVEMENTS, SPATIAL AWARENESS BASELINE ASSESSMENT (During 2 week assessment) Midway and End of unit practical assessment based on HOW TO	Basketball/Hockey BASIC AND ADVANCED SKILLS PREVIOUSLY TAUGHT IN YEAR 7. KNOWLEDGE OF THE GAME RULES Midway and End of unit practical assessment based on DECISION- MAKING and knowledge of the game – observational teacher notes	PHYSICAL TRAINING - Components of Fitness, Risk and preventing injury/Netball & Badminton NAMES OF FITNESS TESTS AND COMPONENTS TAUGHT IN KS3. SAFETY IN SPORT. 'HOW TO' & 'DECISION-MAKING' LINKED TO SPORTS IN THIS UNIT ALONG WITH UNDERSTANDING RULES AND GAMEPLAY.	ANATOMY & PHYSIOLOGY - Skeletal, Muscular and Cardiovascular Systems/Rugby, Badminton & Football NAMES OF KEY BONES/MUSCLES. LINKS WITH PRIOR FITNESS UNITS TO THE EFFECTS OF EXERCISES ON THE BODY SYSTEMS	SKIIIS. SOCIO-CULTURAL INFLUENCES — Participation and Ethics in Sport/Badminton & Basketball NEA CRITERIA ALONG WITH UNDERSTANDING RULES AND GAMEPLAY. MOCK EXAM (NOVEMBER) — FULL PAST PAPERS (both papers — 2 x 1 hour). Question level analysis to follow.



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KS 3 NA	TIONAL CURRICULU	JM DESCRIPTOR/KS	4 ASSESSMENT OBJ	ECTIVE WIDER CUP	RRICULUM LINKS
	perform a skill and knowledge of the game – observational teacher notes Develop technique in all basic skills in isolated and game situations. Understanding basic rules of the game Dance-understanding of warm-ups, cool-downs and balance.	Develop decision-making skills in game situations using prior understanding of skills and game experience Dance-understanding of warm-ups, cool-downs and balance. Science-Greater depth taught through booklets based on heart rates and the effects of exercise on the body, anatomy and physiology through muscle names and bone names within booklets.	Theory - End of topic written test including exam style questions. Lowstake starter tests done at the start of every theory lesson. Practical - Ongoing and final assessment linked to NEA criteria. Developing depth in knowledge and ability to perform skills using tactics, awareness and advanced skills. Able to evaluate, analyse and improve performance. Dance-understanding of warm-ups, cool-downs and balance. Science-Fitness components linked to health, and anatomy/physiology.	NEA CRITERIA ALONG WITH UNDERSTANDING RULES AND GAMEPLAY. Theory - End of topic written test including exam style questions. Low- stake starter tests done at the start of every theory lesson. Practical - Ongoing and final assessment linked to NEA criteria. Developing depth in knowledge and ability to perform skills using tactics, awareness and advanced skills. Able to evaluate, analyse and improve performance. Dance-understanding of warm-ups, cool-downs and balance. Science-Fitness components linked to health, and anatomy/physiology.	Theory - End of topic written test including exam style questions. Lowstake starter tests done at the start of every theory lesson. Practical - Ongoing and final assessment linked to NEA criteria. Developing depth in knowledge and ability to perform skills using tactics, awareness and advanced skills. Able to evaluate, analyse and improve performance. Dance-understanding of warm-ups, cool-downs and balance. Science-Fitness components linked to health, and anatomy/physiology.
Unit 1 end points	 Basic rules of basketball/hockey The technique for the basic and advanced skills of basketball/hockey on the SOL. Skills: Perform in isolation and against opponents (Basketball) Dribbling, passing, set shots, lay-ups, creating space, defending, attacking, game play (Hockey) Dribbling, passing, shooting, tackling, creating space, defending, attacking, game play 	 Understanding why certain decisions should be made in game situations Knowing how to decide upon which skill should be used at which time Skills: Ability to perform while making effective decisions to support games and competitions Developed better skill level in all basic and advanced skills within this sport. 	 Knowledge: Components of fitness Evaluating sports linked to COF COF Tests Tactical Knowledge of Netball and Badminton is developed Skills: Linking sports to explanations Perform all components of fitness Develop tactical skills and performance skills to support development linked to the NEA criteria relating to Netball and Badminton 	 Names of key bones, muscles, joints, cardiovascular terms and movement analysis terms Functions of the 'systems' Application of systems linked to sport Effects of exercise on the systems (Long-term and Short-term effects) Further technical knowledge of Rugby, Football and Badminton linked to NEA and areas shown as areas for improvement from Year 9 assessments Skills: Labelling key terms to systems Structuring sentences for 6 mark questions Application of 'advanced skills' listed in the NEA criteria 	 Understanding factors affecting sport participation Explaining how factors can affect people's likelihood or participating in sport Deviance in sport examples Ethics in sport examples Drugs in sport examples Reasons why deviance, ethics and drugs may be used in sport Final assessments and coaching of Badminton and Basketball Skills: Evaluating within answers Linking real life examples to work/answers Applying all NEA skills including decision-making and physical attributes effectively to Badminton and Basketball



	Rugby/Basketball	Rugby/Basketball	PHYSICAL TRAINING - Principles of	SPORTS PSYCHOLOGY - Characteristics	AEP Completion(Section 3 & 4) &
	GROSS MOTOR MOVEMENTS,	BASIC AND ADVANCED SKILLS	Training/Handball	of Skill & Goal Setting/Basketball &	Refining/Rugby
Unit 2	THROWING AND CATCHING	PREVIOUSLY TAUGHT IN YEAR 7.	'HOW TO' & 'DECISION-MAKING'	Hockey	UNDERSTANDING ANALYSIS AND
	Midway and End of unit practical	KNOWLEDGE OF THE GAME RULES	LINKED TO SPORTS IN THIS UNIT	PEA WRITING STYLE FOR EXAM	EVALUATION.
	assessment – observational teacher	Midway and End of unit practical	ALONG WITH UNDERSTANDING RULES	QUESTIONS. THE WAY SPORT MAKES	NEA CRITERIA ALONG WITH
	notes	assessment based on DECISION-	AND GAMEPLAY.	OUR MIND FEEL (GAINED FROM	UNDERSTANDING RULES AND
	End of term PIN	MAKING and knowledge of the game –	Theory - End of topic written test	PRIOR EXPERIENCES).	GAMEPLAY.
	Develop technique in all basic skills in	observational teacher notes	including exam style questions. Low-	NEA CRITERIA ALONG WITH	MOCK EXAM (MARCH) – FULL PAST
	isolated and game situations.	Develop decision-making skills in game	stake starter tests done at the start of	UNDERSTANDING RULES AND	PAPERS (both papers – 2 x 1 hour).
	Understanding basic rules of the game	situations using prior understanding of	every theory lesson.	GAMEPLAY.	Question level analysis to follow.
	Dance-understanding of warm-ups,	skills and game experience	Practical - Ongoing and final	Theory - End of topic written test	MOCK PRACTICAL with external
	cool-downs and balance.	Dance-understanding of warm-ups,	assessment linked to NEA criteria.	including exam style questions. Low-	moderator.
		cool-downs and balance.	Developing depth in knowledge and	stake starter tests done at the start of	Theory – Assessment of the
		Science-Greater depth taught through	ability to perform skills using tactics,	every theory lesson.	coursework linked to the
		booklets based on heart rates and the	awareness and advanced skills. Able to	Practical - Ongoing and final	writing/grading criteria.
		effects of exercise on the body,	evaluate, analyse and improve	assessment linked to NEA criteria.	Practical - Ongoing and final
		anatomy and physiology through muscle names and bone names within	performance.	Developing depth in knowledge and	assessment linked to NEA criteria. Developing depth in knowledge and
		booklets.	Dance-understanding of warm-ups, cool-downs and balance.	ability to perform skills using tactics, awareness and advanced skills. Able	ability to perform skills using tactics,
		booklets.	Science-Fitness components linked to	to evaluate, analyse and improve	awareness and advanced skills. Able
			health, and anatomy/physiology.	performance.	to evaluate, analyse and improve
			Treater, and anatomy, physiology.	Dance-understanding of warm-ups,	performance.
				cool-downs and balance.	Dance-understanding of warm-ups,
				coor downs and salance.	cool-downs and balance.
Unit 2	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
knowledge	Basic rules of	a Understanding why cortain			
end points		 Understanding why certain 	 Components of fitness 	 Characteristics of Skilful 	 Using and applying SMART
the state of the s	rugby/basketball	decisions should be made in	Components of fitnessSPOR	 Characteristics of Skilful movement 	 Using and applying SMART and action plans to the AEP
	rugby/basketball The technique for the basic				
	9 7	decisions should be made in	• SPOR	movement	and action plans to the AEP
	The technique for the basic	decisions should be made in game situationsKnowing how to decide upon which skill should be used at	SPORCOF Tests	movement • Skill continuums	and action plans to the AEPApplying Movement Analysis
	The technique for the basic and advanced skills of	 decisions should be made in game situations Knowing how to decide upon which skill should be used at which time 	 SPOR COF Tests Understand how to link content 	movement • Skill continuums • Mental Preparation	and action plans to the AEPApplying Movement Analysis to the AEP
	The technique for the basic and advanced skills of rugby/basketball on the SOL.	decisions should be made in game situations • Knowing how to decide upon which skill should be used at which time Skills:	 SPOR COF Tests Understand how to link content 	movementSkill continuumsMental PreparationTypes of Skill	 and action plans to the AEP Applying Movement Analysis to the AEP Refining AEP
	 The technique for the basic and advanced skills of rugby/basketball on the SOL. Skills: Perform in isolation and against opponents 	decisions should be made in game situations • Knowing how to decide upon which skill should be used at which time Skills: • Ability to perform while making	 SPOR COF Tests Understand how to link content to sporting examples 	movement Skill continuums Mental Preparation Types of Skill Further technical knowledge	 and action plans to the AEP Applying Movement Analysis to the AEP Refining AEP Final assessments and coaching of Rugby
	 The technique for the basic and advanced skills of rugby/basketball on the SOL. Skills: Perform in isolation and against opponents (Rugby) Ball handling, passing, 	decisions should be made in game situations • Knowing how to decide upon which skill should be used at which time Skills: • Ability to perform while making effective decisions to support	 SPOR COF Tests Understand how to link content to sporting examples Skills:	movement Skill continuums Mental Preparation Types of Skill Further technical knowledge of Basketball and Hockey linked to NEA and areas shown as areas for improvement	 and action plans to the AEP Applying Movement Analysis to the AEP Refining AEP Final assessments and coaching of Rugby
	 The technique for the basic and advanced skills of rugby/basketball on the SOL. Skills: Perform in isolation and against opponents (Rugby) Ball handling, passing, rucking, tackling, scrums, 	decisions should be made in game situations • Knowing how to decide upon which skill should be used at which time Skills: • Ability to perform while making effective decisions to support games and competitions	 SPOR COF Tests Understand how to link content to sporting examples Skills: Linking sports to explanations 	movement Skill continuums Mental Preparation Types of Skill Further technical knowledge of Basketball and Hockey linked to NEA and areas shown	 and action plans to the AEP Applying Movement Analysis to the AEP Refining AEP Final assessments and coaching of Rugby Skills: Evaluating within answers
	 The technique for the basic and advanced skills of rugby/basketball on the SOL. Skills: Perform in isolation and against opponents (Rugby) Ball handling, passing, rucking, tackling, scrums, creating space, defensive 	decisions should be made in game situations • Knowing how to decide upon which skill should be used at which time Skills: • Ability to perform while making effective decisions to support games and competitions • Developed better skill level in all	 SPOR COF Tests Understand how to link content to sporting examples Skills: Linking sports to explanations Perform all components of fitness Develop tactical skills and 	 Skill continuums Mental Preparation Types of Skill Further technical knowledge of Basketball and Hockey linked to NEA and areas shown as areas for improvement from Year 9 assessments 	 and action plans to the AEP Applying Movement Analysis to the AEP Refining AEP Final assessments and coaching of Rugby Skills: Evaluating within answers Linking real life examples to
	 The technique for the basic and advanced skills of rugby/basketball on the SOL. Skills: Perform in isolation and against opponents (Rugby) Ball handling, passing, rucking, tackling, scrums, creating space, defensive shape, attacking positioning, 	decisions should be made in game situations • Knowing how to decide upon which skill should be used at which time Skills: • Ability to perform while making effective decisions to support games and competitions • Developed better skill level in all basic and advanced skills within	 SPOR COF Tests Understand how to link content to sporting examples Skills: Linking sports to explanations Perform all components of fitness Develop tactical skills and performance skills to support 	movement Skill continuums Mental Preparation Types of Skill Further technical knowledge of Basketball and Hockey linked to NEA and areas shown as areas for improvement from Year 9 assessments Skills:	 and action plans to the AEP Applying Movement Analysis to the AEP Refining AEP Final assessments and coaching of Rugby Skills: Evaluating within answers Linking real life examples to work/answers
	 The technique for the basic and advanced skills of rugby/basketball on the SOL. Skills: Perform in isolation and against opponents (Rugby) Ball handling, passing, rucking, tackling, scrums, creating space, defensive shape, attacking positioning, game play 	decisions should be made in game situations • Knowing how to decide upon which skill should be used at which time Skills: • Ability to perform while making effective decisions to support games and competitions • Developed better skill level in all	 SPOR COF Tests Understand how to link content to sporting examples Skills: Linking sports to explanations Perform all components of fitness Develop tactical skills and performance skills to support development linked to the NEA 	 Montal Preparation Types of Skill Further technical knowledge of Basketball and Hockey linked to NEA and areas shown as areas for improvement from Year 9 assessments Skills: Applying PEA FC 	 and action plans to the AEP Applying Movement Analysis to the AEP Refining AEP Final assessments and coaching of Rugby Skills: Evaluating within answers Linking real life examples to work/answers Applying all NEA skills
	 The technique for the basic and advanced skills of rugby/basketball on the SOL. Skills: Perform in isolation and against opponents (Rugby) Ball handling, passing, rucking, tackling, scrums, creating space, defensive shape, attacking positioning, game play (Basketball) Dribbling, passing, 	decisions should be made in game situations • Knowing how to decide upon which skill should be used at which time Skills: • Ability to perform while making effective decisions to support games and competitions • Developed better skill level in all basic and advanced skills within	 SPOR COF Tests Understand how to link content to sporting examples Skills: Linking sports to explanations Perform all components of fitness Develop tactical skills and performance skills to support 	 Mental Preparation Types of Skill Further technical knowledge of Basketball and Hockey linked to NEA and areas shown as areas for improvement from Year 9 assessments Skills: Applying PEA FC Structuring PEA into longer 	 and action plans to the AEP Applying Movement Analysis to the AEP Refining AEP Final assessments and coaching of Rugby Skills: Evaluating within answers Linking real life examples to work/answers Applying all NEA skills including decision-making and
	 The technique for the basic and advanced skills of rugby/basketball on the SOL. Skills: Perform in isolation and against opponents (Rugby) Ball handling, passing, rucking, tackling, scrums, creating space, defensive shape, attacking positioning, game play (Basketball) Dribbling, passing, set shots, lay-ups, creating 	decisions should be made in game situations • Knowing how to decide upon which skill should be used at which time Skills: • Ability to perform while making effective decisions to support games and competitions • Developed better skill level in all basic and advanced skills within	 SPOR COF Tests Understand how to link content to sporting examples Skills: Linking sports to explanations Perform all components of fitness Develop tactical skills and performance skills to support development linked to the NEA 	 Mental Preparation Types of Skill Further technical knowledge of Basketball and Hockey linked to NEA and areas shown as areas for improvement from Year 9 assessments Skills: Applying PEA FC Structuring PEA into longer marked questions 	 and action plans to the AEP Applying Movement Analysis to the AEP Refining AEP Final assessments and coaching of Rugby Skills: Evaluating within answers Linking real life examples to work/answers Applying all NEA skills including decision-making and physical attributes effectively
	 The technique for the basic and advanced skills of rugby/basketball on the SOL. Skills: Perform in isolation and against opponents (Rugby) Ball handling, passing, rucking, tackling, scrums, creating space, defensive shape, attacking positioning, game play (Basketball) Dribbling, passing, set shots, lay-ups, creating space, defending, attacking, 	decisions should be made in game situations • Knowing how to decide upon which skill should be used at which time Skills: • Ability to perform while making effective decisions to support games and competitions • Developed better skill level in all basic and advanced skills within	 SPOR COF Tests Understand how to link content to sporting examples Skills: Linking sports to explanations Perform all components of fitness Develop tactical skills and performance skills to support development linked to the NEA 	 Skill continuums Mental Preparation Types of Skill Further technical knowledge of Basketball and Hockey linked to NEA and areas shown as areas for improvement from Year 9 assessments Skills: Applying PEA FC Structuring PEA into longer marked questions Linking sports psychology to 	 and action plans to the AEP Applying Movement Analysis to the AEP Refining AEP Final assessments and coaching of Rugby Skills: Evaluating within answers Linking real life examples to work/answers Applying all NEA skills including decision-making and
	 The technique for the basic and advanced skills of rugby/basketball on the SOL. Skills: Perform in isolation and against opponents (Rugby) Ball handling, passing, rucking, tackling, scrums, creating space, defensive shape, attacking positioning, game play (Basketball) Dribbling, passing, set shots, lay-ups, creating 	decisions should be made in game situations • Knowing how to decide upon which skill should be used at which time Skills: • Ability to perform while making effective decisions to support games and competitions • Developed better skill level in all basic and advanced skills within	 SPOR COF Tests Understand how to link content to sporting examples Skills: Linking sports to explanations Perform all components of fitness Develop tactical skills and performance skills to support development linked to the NEA 	 Mental Preparation Types of Skill Further technical knowledge of Basketball and Hockey linked to NEA and areas shown as areas for improvement from Year 9 assessments Skills: Applying PEA FC Structuring PEA into longer marked questions 	 and action plans to the AEP Applying Movement Analysis to the AEP Refining AEP Final assessments and coaching of Rugby Skills: Evaluating within answers Linking real life examples to work/answers Applying all NEA skills including decision-making and physical attributes effectively



	Fitness & OAA/Rugby	Badminton/Rugby	Health, fitness & well-being - diet and	AEP Section 1& 2	Exam Skills, Recap all units and
Unit 3	(Rugby) GROSS MOTOR MOVEMENTS,	HAND-EYE COORDINATION SKILLS	nutrition/Volleyball	Coursework/Rounders	review retrieval/Focussed sports
	SPATIAL AWARENESS	TRANSFERRED FROM YEAR 7	'HOW TO' & 'DECISION-MAKING'	UNDERSTANDING ANALYSIS AND	depending on chosen practical
	OR	ROUNDERS, GROSS MOTOR SKILLS	LINKED TO SPORTS IN THIS UNIT	EVALUATION.	examination
	(Fitness) BASIC UNDERSTANDING OF	OR	ALONG WITH UNDERSTANDING RULES	NEA CRITERIA ALONG WITH	RETRIEVAL OF ALL CONTENT TAUGHT
	FITNESS (although teaching will	BASIC AND ADVANCED SKILLS	AND GAMEPLAY.	UNDERSTANDING RULES AND	IN THEORY LESSONS. HOW TO WRITE
	support this), UNDERSTANDING OF	PREVIOUSLY TAUGHT IN YEAR 7.	Theory - End of topic written test,	GAMEPLAY.	LONGER MARKED ANSWERS. HOW
	BASIC EXERCISES, LEARNING BASIC	KNOWLEDGE OF THE GAME RULES	including exam style questions.	Theory – Assessment of the	TO IDENTIFY KEY WORDS IN EXAM
	OUTDOOR AND ADVENTUROUS	Midway and End of unit practical	Low-stake starter tests done at the	coursework linked to the	QUESTIONS
	ACTIVITIES	assessment based on DECISION-	start of every theory lesson.	writing/grading criteria.	Regular low-stakes tests and past
	Midway and End of unit practical	MAKING and knowledge of the game –	Practical - Ongoing and final	Practical - Ongoing and final	paper exam question practice.
	assessment – observational teacher	observational teacher notes	assessment linked to NEA criteria.	assessment linked to NEA criteria.	Question level analysis.
	notes. Bleep Test to support fitness	End of term PIN	Developing depth in knowledge and	Developing depth in knowledge and	
	assessment. Circuit training	Develop decision-making skills in game	ability to perform skills using tactics,	ability to perform skills using tactics,	
	homework to add to assessment	situations using prior understanding of	awareness and advanced skills. Able to	awareness and advanced skills. Able	
	process.	skills and game experience	evaluate, analyse and improve	to evaluate, analyse and improve	
	Develop technique in all basic skills in	(Badminton) Develop new skills while	performance.	performance.	
	isolated and game situations.	learning how to make good decisions	Dance-understanding of warm-ups,	Dance-understanding of warm-ups,	
	Understanding basic rules of the game	with the new skills. Decisions will be	cool-downs and balance.	cool-downs and balance.	
	OR	built upon from units earlier in the Year	Science-Fitness components linked to		
	Understand the fundamentals of	8 curriculum	health, and anatomy/physiology.		
	fitness training and be able to	Dance-understanding of warm-ups,			
	implement ideas of developing own	cool-downs and balance.			
	fitness sessions	Science-Greater depth taught through			
	Dance-understanding of warm-ups,	booklets based on heart rates and the			
	cool-downs and balance.	effects of exercise on the body,			
	Science-Heart rates and the effects of	anatomy and physiology through			
	exercise on the body, anatomy and	muscle names and bone names within			
	physiology through muscle names and	booklets.			
	bone names within booklets				
Unit 3	Knowledge:	Knowledge:	Knowledge	Knowledge:	Knowledge:
knowledge	 Basic rules of rugby 	 Understanding why certain 	 Understand how to link content 	 Understanding how to apply 	 Recapping all content
end points	 The technique for the basic 	decisions should be made in	to sporting examples	the Components of fitness	 Focussing on key areas of
	and advanced skills of rugby	game situations		section of the AEP	improvement, highlighted in
	on the SOL.	 Knowing how to decide upon 	Skills:	 How to evaluate a 	the question level analaysis
	 Understand the effects of 	which skill should be used at	 Linking sports to explanations 	skill/performance	6-mark question structure
	exercise on heart rate	which time	 Perform all components of 	 Data/wagon wheels to support 	 Learning the mark scheme
	 Know how to use progression 	 Knowing new rules (Badminton) 	fitness	analysis	 Tactical and 1:1 practical
	within fitness training	Skills:	Develop tactical skills and performance	 Further technical knowledge 	improvements
	Know all fitness training styles	 Ability to perform while making 	skills to support development linked to	of Rounders linked to NEA and	
	linked to GCSE PE	effective decisions to support	the NEA criteria	areas shown as areas for	Skills:
	Skills:	games and competitions		improvement from Year 9	Revision skills
	Perform in isolation and	Developed better skill level in all		assessments	Sentence structure
	against opponents.	basic and advanced skills within			(particularly 6-mark
		this sport.		Skills:	questions)



• (Ru ruc cre sha gar • (Fit all inte fitn	igby) Ball handling, passing, king, tackling, scrums, ating space, defensive upe, attacking positioning, me play. Iness) Ability to perform in training types of: Circuit, erval, fartlek, continuous. If forming at maximal ensities in a variety of ness types.	JIVI DESCRIPTOR/KS		 Applying knowledge of results to explanation Use of data to interpret and analyse performance Sentence structuring using PEA 	 Refining learning of key acronyms, terms, functions and applying sporting examples Developing final areas of improvement for practicals through 1:1 coaching and feedback
Unit 4 (Fitness) F FITNES Support t BASIC EX OUTDO Midway assessme notes. Bla asses homew Develop to isolate Understan Understan Understan Dance-ur coo Science-He exercise physiology	otball/Fitness & OAA otball) GROSS MOTOR ENTS, SPATIAL AWARENESS OR BASIC UNDERSTANDING OF S (although teaching will this), UNDERSTANDING OF ERCISES, LEARNING BASIC OOR AND ADVENTUROUS ACTIVITIES of and End of unit practical ent — observational teacher eep Test to support fitness essment. Circuit training ork to add to assessment process. End of term PIN echnique in all basic skills in ed and game situations. ding basic rules of the game OR tand the fundamentals of estraining and be able to ent ideas of developing own fitness sessions enderstanding of warm-ups, I-downs and balance. eart rates and the effects of on the body anatomy and of through muscle names and names within booklets.	Hockey/Fitness & OAA BASIC AND ADVANCED SKILLS PREVIOUSLY TAUGHT IN YEAR 7. KNOWLEDGE OF THE GAME RULES, OR DEEPER UNDERSTANDING OF FITNESS, IMPLEMENTING AND UNDERSTANDING PRINCIPLES OF TRAINING AND INDIVIDUAL NEEDS, DEEPER KNOWLEDGE OF ORIENTEERING AND OAA Midway and End of unit practical assessment based on DECISION- MAKING and knowledge of the game – observational teacher notes Develop decision-making skills in game situations using prior understanding of skills and game experience OR Can create own fitness sessions that uses progression and aspects of SPOR (GCSE PE link) linking in decisions based on previous learning on the effects of exercise on the body Dance-understanding of warm-ups, cool-downs and balance. Science-Greater depth taught through booklets based on heart rates and the effects of exercise on the body, anatomy and physiology through muscle names and bone names within booklets.	Recap and End of Year Exam Preparation/Cricket & Athletics 'HOW TO' & 'DECISION-MAKING' LINKED TO SPORTS IN THIS UNIT ALONG WITH UNDERSTANDING RULES AND GAMEPLAY. Theory - End of topic & END OF YEAR TEST COVERING ALL CONTENT LEARNT SO FAR, including exam style questions. Question level analysis. Practical - Ongoing and final assessment linked to NEA criteria. Developing depth in knowledge and ability to perform skills using tactics, awareness and advanced skills. Able to evaluate, analyse and improve performance. Dance-understanding of warm-ups, cool-downs and balance. Science-Fitness components linked to health, and anatomy/physiology.	Exam Skills Preparation/Athletics NEA CRITERIA ALONG WITH UNDERSTANDING RULES AND GAMEPLAY. Theory - End of topic & END OF YEAR TEST COVERING ALL CONTENT LEARNT SO FAR, including exam style questions. INTERNAL MOCK PRACTICAL – Cross- graded internally between PE staff. Question level analysis. Practical - Ongoing and final assessment linked to NEA criteria. Developing depth in knowledge and ability to perform skills using tactics, awareness and advanced skills. Able to evaluate, analyse and improve performance. Dance-understanding of warm-ups, cool-downs and balance.	



KO O IVA	TIONAL CORRICOLO		4 ASSESSIVIENT ODJ	ECTIVE WIDER CURRICULUM LINKS
		GCSE PE-Components of fitness and SPOR		
Unit 4 knowledge	Knowledge: • Basic rules of football	Knowledge: • Understanding why certain	Knowledge: ● Revision Skills	Knowledge: ● Revision Skills
end points	 The technique for the basic and advanced skills of football on the SOL. Understand the effects of exercise on heart rate Know how to use progression 	decisions should be made in game situations Knowing how to decide upon which skill should be used at which time Know how to adjust training	 Sentence structure and learning how to use PEA Time to refine and recap content learnt this year Skills:	 Sentence structure and learning how to use PEA Time to refine and recap content learnt this year
	 within fitness training Know all fitness training styles linked to GCSE PE Skills: Perform in isolation and 	linking in Principles of training and components of fitness (GCSE) Skills: Ability to perform while making	 Revision skills Sentence structure (particularly 6-mark questions) Refining learning of key acronyms, terms, functions and 	 Revision skills Sentence structure (particularly 6-mark questions) Refining learning of key acronyms, terms, functions
	 against opponents. (Football) Dribbling, passing, creating space, width in attack, defending, attacking, shooting, game play. (Fitness) Ability to perform in 	 effective decisions to support games and competitions Developed better skill level in all basic and advanced skills within this sport. Improving fitness levels and 	applying sporting examples	and applying sporting examples
	 all training types of: Circuit, interval, fartlek, continuous. Performing at maximal intensities in a variety of fitness types. 	ability to perform exercises for longer		
	Hockey/Football	Netball/Badminton		
Unit 5	GROSS MOTOR MOVEMENTS, THROWING AND CATCHING Midway and End of unit practical	TRANSFERRING SKILLS IN BASKETBALL AND RUGBY. SPACIAL AWARENESS AND GAMEPLAY PREVIOUSLY TAUGHT IN		
	assessment – observational teacher notes	YEAR 7. KNOWLEDGE OF THE GAME RULES		
	Develop technique in all basic skills in	OR		
	isolated and game situations. Understanding basic rules of the game	HAND-EYE COORDINATION SKILLS TRANSFERRED FROM YEAR 7		
	Dance-understanding of warm-ups,	ROUNDERS, GROSS MOTOR SKILLS		
	cool-downs and balance	Midway and End of unit practical assessment based on DECISION-		
		MAKING and knowledge of the game –		
		observational teacher notes		



	TIONAL COMMCOLO	JIVI DESCRIT TOTY RS-	ASSESSIVILIVI OBJECTIVE WIDEN CONNICOLOWI LINKS
		End of term PIN	
		Develop new skills while learning how	
		to make good decisions with the new	
		skills. Decisions will be built upon from	
		units earlier in the Year 8 curriculum	
		(Netball)	
		Develop decision-making skills in game	
		situations using prior understanding of	
		skills and game experience	
		(Badminton)	
		Dance-understanding of warm-ups,	
		cool-downs and balance.	
		Science-Greater depth taught through	
		booklets based on heart rates and the	
		effects of exercise on the body,	
		anatomy and physiology through	
		muscle names and bone names within	
		booklets.	
Unit 5	Knowledge:	Knowledge:	
knowledge	Basic rules of hockey/football	Understanding why certain	
end points	The technique for the basic	decisions should be made in	
·	and advanced skills of	game situations	
	hockey/football on the SOL.	Knowing how to decide upon	
	Skills:	which skill should be used at	
	Perform in isolation and	which time	
	against opponents	Knowing new rules (Badminton)	
	(Football) Dribbling, passing,	Skills:	
	creating space, width in attack,	Ability to perform while making	
	defending, attacking, shooting,	effective decisions to support	
	game play.	games and competitions	
	 (Hockey) Dribbling, passing, 	Developed better skill level in all basic	
	shooting, tackling, creating	and advanced skills within this sport.	
	space, defending, attacking,	·	
	game play		
	Athletics/Rounders	Fitness & OAA/Netball	
	(ROUNDERS) GROSS MOTOR	DEEPER UNDERSTANDING OF FITNESS,	
Unit 6	MOVEMENTS, HAND-EYE	IMPLEMENTING AND UNDERSTANDING	
	COORDINATION	PRINCIPLES OF TRAINING AND	
	OR	INDIVIDUAL NEEDS, DEEPER	
	(Athletics) BASIC UNDERSTANDING OF	KNOWLEDGE OF ORIENTEERING AND	
	RUNNING AND THROWING (although	OAA	
	teaching will support this)	OR	
	Midway and End of unit practical	BASIC AND ADVANCED SKILLS	
	assessment – observational teacher	PREVIOUSLY TAUGHT IN YEAR 7.	



			ASSESSIMENT OBJECTIVE	
	notes. Times and distances to support	Midway and End of unit practical		
	Athletics assessment	assessment based on DECISION-		
	Perform all basic skills in isolated and	MAKING and knowledge of the game –		
	game situations. Understanding basic	observational teacher notes		
	rules of the game	Develop decision-making skills in game		
	OR	situations using prior understanding of		
	Perform at maximal	skills and game experience		
	intensities/develop techniques in	OR		
	track and field events. Analyse	Can create own fitness sessions that		
	performances compared to previous ones and demonstrate improvement	uses progression and aspects of SPOR (GCSE PE link) linking in decisions based		
	to achieve their personal best	on previous learning on the effects of		
	Dance-understanding of warm-ups,	exercise on the body		
	cool-downs and balance	Dance-understanding of warm-ups,		
		cool-downs and balance.		
		Science-Greater depth taught through		
		booklets based on heart rates and the		
		effects of exercise on the body,		
		anatomy and physiology through		
		muscle names and bone names within		
		booklets.		
		GCSE PE-Components of fitness and SPOR		
Unit 6	Knowledge:			
Unit 6 knowledge	Knowledge: • Basic rules of rounders	Knowledge:		
knowledge	Basic rules of rounders	Knowledge: • Understanding why certain		
	_	Knowledge:		
knowledge	Basic rules of roundersThe technique for the basic	Knowledge:Understanding why certain decisions should be made in		
knowledge	 Basic rules of rounders The technique for the basic and advanced skills of 	 Understanding why certain decisions should be made in game situations 		
knowledge	 Basic rules of rounders The technique for the basic and advanced skills of rounders on the SOL. 	 Knowledge: Understanding why certain decisions should be made in game situations Knowing how to decide upon 		
knowledge	 Basic rules of rounders The technique for the basic and advanced skills of rounders on the SOL. Understand the how to change technique to support running and throwing 	 Understanding why certain decisions should be made in game situations Knowing how to decide upon which skill should be used at which time Know how to adjust training 		
knowledge	 Basic rules of rounders The technique for the basic and advanced skills of rounders on the SOL. Understand the how to change technique to support running and throwing Know the key teaching points 	 Understanding why certain decisions should be made in game situations Knowing how to decide upon which skill should be used at which time Know how to adjust training linking in Principles of training 		
knowledge	 Basic rules of rounders The technique for the basic and advanced skills of rounders on the SOL. Understand the how to change technique to support running and throwing 	 Understanding why certain decisions should be made in game situations Knowing how to decide upon which skill should be used at which time Know how to adjust training linking in Principles of training and components of fitness 		
knowledge	 Basic rules of rounders The technique for the basic and advanced skills of rounders on the SOL. Understand the how to change technique to support running and throwing Know the key teaching points 	 Understanding why certain decisions should be made in game situations Knowing how to decide upon which skill should be used at which time Know how to adjust training linking in Principles of training and components of fitness (GCSE) 		
knowledge	 Basic rules of rounders The technique for the basic and advanced skills of rounders on the SOL. Understand the how to change technique to support running and throwing Know the key teaching points for Athletics event on the SOL 	 Understanding why certain decisions should be made in game situations Knowing how to decide upon which skill should be used at which time Know how to adjust training linking in Principles of training and components of fitness (GCSE) 		
knowledge	 Basic rules of rounders The technique for the basic and advanced skills of rounders on the SOL. Understand the how to change technique to support running and throwing Know the key teaching points for Athletics event on the SOL 	 Understanding why certain decisions should be made in game situations Knowing how to decide upon which skill should be used at which time Know how to adjust training linking in Principles of training and components of fitness (GCSE) Skills: Ability to perform while making 		
knowledge	 Basic rules of rounders The technique for the basic and advanced skills of rounders on the SOL. Understand the how to change technique to support running and throwing Know the key teaching points for Athletics event on the SOL Skills: Perform in isolation and 	 Understanding why certain decisions should be made in game situations Knowing how to decide upon which skill should be used at which time Know how to adjust training linking in Principles of training and components of fitness (GCSE) Skills: Ability to perform while making effective decisions to support 		
knowledge	 Basic rules of rounders The technique for the basic and advanced skills of rounders on the SOL. Understand the how to change technique to support running and throwing Know the key teaching points for Athletics event on the SOL Skills: Perform in isolation and against opponents. 	 Understanding why certain decisions should be made in game situations Knowing how to decide upon which skill should be used at which time Know how to adjust training linking in Principles of training and components of fitness (GCSE) Skills: Ability to perform while making effective decisions to support games and competitions 		
knowledge	 Basic rules of rounders The technique for the basic and advanced skills of rounders on the SOL. Understand the how to change technique to support running and throwing Know the key teaching points for Athletics event on the SOL Skills: Perform in isolation and against opponents. (Rounders) Fielding: throwing, 	 Understanding why certain decisions should be made in game situations Knowing how to decide upon which skill should be used at which time Know how to adjust training linking in Principles of training and components of fitness (GCSE) Skills: Ability to perform while making effective decisions to support games and competitions 		
knowledge	 Basic rules of rounders The technique for the basic and advanced skills of rounders on the SOL. Understand the how to change technique to support running and throwing Know the key teaching points for Athletics event on the SOL Skills: Perform in isolation and against opponents. 	 Understanding why certain decisions should be made in game situations Knowing how to decide upon which skill should be used at which time Know how to adjust training linking in Principles of training and components of fitness (GCSE) Skills: Ability to perform while making effective decisions to support games and competitions Developed better skill level in all 		
knowledge	 Basic rules of rounders The technique for the basic and advanced skills of rounders on the SOL. Understand the how to change technique to support running and throwing Know the key teaching points for Athletics event on the SOL Skills: Perform in isolation and against opponents. (Rounders) Fielding: throwing, catching, long barrier, turn and 	 Understanding why certain decisions should be made in game situations Knowing how to decide upon which skill should be used at which time Know how to adjust training linking in Principles of training and components of fitness (GCSE) Skills: Ability to perform while making effective decisions to support games and competitions Developed better skill level in all basic and advanced skills within 		
knowledge	 Basic rules of rounders The technique for the basic and advanced skills of rounders on the SOL. Understand the how to change technique to support running and throwing Know the key teaching points for Athletics event on the SOL Skills: Perform in isolation and against opponents. (Rounders) Fielding: throwing, catching, long barrier, turn and pick. Batting: distance, power 	 Understanding why certain decisions should be made in game situations Knowing how to decide upon which skill should be used at which time Know how to adjust training linking in Principles of training and components of fitness (GCSE) Skills: Ability to perform while making effective decisions to support games and competitions Developed better skill level in all basic and advanced skills within this sport. 		
knowledge	 Basic rules of rounders The technique for the basic and advanced skills of rounders on the SOL. Understand the how to change technique to support running and throwing Know the key teaching points for Athletics event on the SOL Skills: Perform in isolation and against opponents. (Rounders) Fielding: throwing, catching, long barrier, turn and pick. Batting: distance, power accuracy. Game understanding 	 Understanding why certain decisions should be made in game situations Knowing how to decide upon which skill should be used at which time Know how to adjust training linking in Principles of training and components of fitness (GCSE) Skills: Ability to perform while making effective decisions to support games and competitions Developed better skill level in all basic and advanced skills within this sport. Improving fitness levels and 		



13 3 14/1	TION IL COMMEDE	DIVIDESCINI TON NOT	ASSESSIVIENT OBJECTIVE WIDEN CONNICOLOW LINKS
	 (Fitness) Ability to perform at 		
	maximal intensities in		
	sprinting, long distance and		
	relays. Be able to throw for		
	distance in shot put, javelin		
	and discus.		
Unit 7	Rounders/Athletics	Athletics/Cricket –	
	(Athletics) BASIC UNDERSTANDING OF	(ATHLETICS) KNOWLEDGE OF RUNNING	
	RUNNING AND THROWING (although	AND THROWING TECHNIQUE. ABILITY	
	teaching will support this)	TO PERFORM SPRINTS, LONG DISTANCE	
	OR	AND THROWING	
	(ROUNDERS) GROSS MOTOR	OR	
	MOVEMENTS, HAND-EYE	(CRICKET) SKILLS FROM ROUNDERS	
	COORDINATION	SUCH AS FIELDING, BATTING AND	
	Midway and End of unit practical	SCORING THAT CAN BE TRANSFERRED	
	assessment – observational teacher	INTO CRICKET	
	notes. Times and distances to support	Midway and End of unit practical	
	Athletics assessment	assessment – observational teacher	
	End of term PIN	notes. Times and distances to support	
	Perform all basic skills in isolated and	Athletics assessment	
	game situations. Understanding basic	End of term PIN	
	rules of the game	Develop Athletics events technique as	
	OR	well as being able to make decisions to	
	Perform at maximal	support self and peer improvement.	
	intensities/develop techniques in	OR	
	track and field events. Analyse	Use a range of tactics and strategies to	
	performances compared to previous	overcome opponents in direct	
	ones and demonstrate improvement	competition	
	to achieve their personal best	Dance-understanding of warm-ups,	
	Dance-understanding of warm-ups,	cool-downs and balance	
	cool-downs and balance	Science-discussions and tasks based on	
		joints, muscles and bones. Links to	
		respiratory and circulatory system	
Unit 7	Knowledge:	Knowledge:	
knowledge	Basic rules of rounders	 Understanding why certain 	
end points	The technique for the basic	decisions should be made in	
	and advanced skills of	game situations	
	rounders on the SOL.	Knowing how to decide upon	
	Understand the how to change	which skill should be used at	
	technique to support running	which time	
	and throwing	 Understand new rules (Cricket) 	
	 Know the key teaching points 	Skills:	
	for Athletics event on the SOL	Ability to perform while making	
	Skills:	effective decisions to support	
		games and competitions	
		Pariso and competitions	



KS 3 NA	HONAL CURRICULU	JM DESCRIPTOR/KS	4 ASSESSMENT OBJECTIV	E WIDER CURRICULUM LINKS
	 Perform in isolation and against opponents. (Rounders) Fielding: throwing, catching, long barrier, turn and pick. Batting: distance, power accuracy. Game understanding and elements of decision-making especially linked to the Year 8 focus. (Fitness) Ability to perform at maximal intensities in sprinting, long distance and relays. Be able to throw for distance in shot put, javelin and discus. 	 Developed better skill level in all basic and advanced skills within this sport. Improving fitness levels and ability to perform faster/longer periods of time/further throwing distances Able to analyse and evaluate 		
Unit 8		Cricket/Athletics (CRICKET) SKILLS FROM ROUNDERS		
		SUCH AS FIELDING, BATTING AND		
		SCORING		
		OR		
		THAT CAN BE TRANSFERRED INTO		
		CRICKET		
		(ATHLETICS) KNOWLEDGE OF		
		RUNNING AND THROWING TECHNIQUE. ABILITY TO PERFORM		
		SPRINTS, LONG DISTANCE AND		
		THROWING		
		Midway and End of unit practical		
		assessment – observational teacher		
		notes. Times and distances to support		
		Athletics assessment		
		End of term PIN Use a range of tactics and strategies to		
		overcome opponents in direct		
		competition		
		OR		
		Develop Athletics events technique as		
		well as being able to make decisions to		
		support self and peer improvement.		
		Dance-understanding of warm-ups, cool-downs and balance		
		Science-discussions and tasks based on		
		joints, muscles and bones. Links to		
		respiratory and circulatory system		
		1 / / / /		



NO DIVIN	TION/IL COMMICOLO	DIVIDESCRIPTORY ROSESSIVIER FOR CORRECTIVE WIDER CORRECTIVE LINKS
Unit 8		Knowledge:
knowledge		Understanding why certain
end points		decisions should be made in
		game situations
		 Knowing how to decide upon
		which skill should be used at
		which time
		 Understand new rules (Cricket)
		Skills:
		 Ability to perform while making
		effective decisions to support
		games and competitions
		Developed better skill level in all
		basic and advanced skills within
		this sport.
		 Improving fitness levels and
		ability to perform faster/longer
		periods of time/further
		throwing distances
		Able to analyse and evaluate
	END OF YEAR END POINT	END OF YEAR END POINT
	End of Year theory exam based	
	on key knowledge points	on key knowledge points within
	within student learning	student learning booklets which
	booklets which link to basic	link to devloped GCSE PE
	GCSE PE aspects. This aims to	aspects in comparison to what
	support all practical	was learnt in year 7. This aims
	assessments by giving an	to support all practical
	overview of theoretical	assessments by giving an
	understanding.	overview of theoretical
	Students should have an	understanding.
	understanding of basic aspects	Students should have an
	of anatomy and physiology	understanding of basic aspects
	and fitness and exercise, diet and nutrition as well as the	of anatomy and physiology and
	effects of exercise on the	fitness and exercise, diet and nutrition as well as the effects
	body. This all links to the GCSE PE content.	of exercise on the body. This all links to the GCSE PE content.
	'HOW TO' perform basic and	• 'DECISION-MAKING' is
	advanced skills in the sports	developed in the sports covered
	covered throughout the year.	throughout the year. Students
	Students should be able to	should be able to perform as
	perform as well as know the	well as know how to make
	techniques and rules of the	effective decisions to outwit
	games.	Circulate decisions to outwit
	Builles.	



KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?
KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE WIDER CURRICULUM LINKS

 Students should have skills to
compete/participate in out of
school and extra-curricular
sports as well as the
understanding of rules and
gameplay/tactical awareness

opponents in competitive games

 Students should have skills to compete/participate in out of school and extra-curricular sports as well as the understanding of rules and gameplay/tactical awareness