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To develop physical literacy and skill introduction across a broad range of activities allowing opportunity to take part in competition. Students will cover the activities below but may do so at different times within terms 1-6.

Curriculum Overview				
Year Group	Sport	Unit of Work	Assessment Content	Vocabulary mapping
7	1	Unit title - Netball Why this? Why now? Students will be learning the fundamentals of each sport, developing physical literacy, understanding of techniques and tactics and how to apply to the game situation. Students will learn: (Prior assessment may alter starting point & content) <ul style="list-style-type: none"> • Basic rules and their development • Development of 7 positions and their key roles in the game • Range of passes • Basic dodges • T-Marking • Footwork and its role in playing a quick game Key skills used: <ul style="list-style-type: none"> • Learning rules and positions (offside). • Chest, bounce, shoulder passes and decisions on where to use them. • Sprint / Feint dodges. • Marking the opponent using peripheral vision. Applying the rules of contact and obstruction. • Footwork, pivoting, running step. 	Self and peer assessment. Link to the theory component taught. Teacher assessment at the start and end of the unit. The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are: <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	<ul style="list-style-type: none"> ○ Invasion ○ Pivot ○ Dodging ○ Interception ○ Defensive ○ Offensive

	2	<p>Unit title - Basketball</p> <p>Why this? Why now?</p> <p>Students will be learning the fundamentals of each sport, developing physical literacy, understanding of techniques and tactics and how to apply to the game situation.</p> <p>Students will learn: (Prior assessment may alter starting point & content)</p> <ul style="list-style-type: none"> • Three correct points of dribbling technique. • Three different types of shot. (Jump Shot, Lay-up, Set Shot) • Three different types of Pass. (Bounce, Chest, Over the shoulder) • Defence and Offence strategies. (Half Court and full court) • Different types of foul and what happens in different scenarios. • Knowing of three violations (Back Court, Travelling and double dribble) <p>Key skills used:</p> <ul style="list-style-type: none"> • Dribbling with stronger and weaker hand. • Crossovers and change in direction. • Shooting technique standing still, off the dribble and driving towards the basket. • Passing to beat an opponent in practices and game scenarios. • Triple threat. • Game understanding with regards to what happens in different situations, with fouls and violations. 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	<ul style="list-style-type: none"> ○ Invasion ○ Pivot ○ Dodging ○ Interception ○ Defensive ○ Offensive ○ Co-ordination
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		<ul style="list-style-type: none"> Rules of the game. Half court and full court man-man defence. Creating space on Offence. 		
	3	<p>Unit title - Football</p> <p>Why this? Why now?</p> <p>Students will be learning the fundamentals of each sport, developing physical literacy, understanding of techniques and tactics and how to apply to the game situation.</p> <p>Students will learn: (Prior assessment may alter starting point & content)</p> <ul style="list-style-type: none"> Use of different part of the foot to control and pass the ball. Control vs Power when shooting. Accuracy of the shot. Control of the ball: foot, thigh, chest, head. Scanning: what can I see? What am I looking for? Beating a player to create space for yourself/teammates How do the rules of the game impact on performance? Fartlek, muscular endurance, aerobic endurance, speed <p>Key skills used:</p> <ul style="list-style-type: none"> The ability to pass with both feet, inside and outside of the foot. Shot selection depending on goal size, position in possession and the goal keeper's decisions. 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	<ul style="list-style-type: none"> ○ Invasion ○ Scanning ○ Interception ○ Defensive ○ Attacking ○ Beating a player ○ Co-ordination ○ Rules

		<ul style="list-style-type: none"> The ability to use the first touch to create space. Use of change of pace and direction to beat the player. Being able to describe and adapt to the fitness demands of the game. 		
	4	<p>Unit title - Rugby</p> <p>Why this? Why now?</p> <p>Students will be learning the fundamentals of each sport, developing physical literacy, understanding of techniques and tactics and how to apply to the game situation.</p> <p>Students will learn: (Prior assessment may alter starting point & content)</p> <ul style="list-style-type: none"> Rules of the game at an introductory level to enable touch and contact games to function effectively. Agile running, passing, receiving, tackling, 3-man scrum and basic lineout. Principles of attack including decision-making, looking for/exploiting space and support running. Development of teamwork including cooperation, communication, sportsmanship and determination. <p>Key skills used:</p> <ul style="list-style-type: none"> Knowledge, understanding and effective implementation of rules as a player within small sided and 10-a-side games. 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	<ul style="list-style-type: none"> ○ Invasion ○ Scanning ○ Interception ○ Defensive ○ Attacking ○ Beating a player ○ Co-ordination ○ Honesty ○ Sportsmanship ○ Rules

		<ul style="list-style-type: none"> Running with ball in two hands. Sprinting, agility, acceleration; hand-eye coordination, core-strength and posture. Spatial awareness and scanning for positions of support/opposition players. Verbal and non-verbal communication, honesty, compromise. 		
	5	<p>Unit title - Trampolining</p> <p>Why this? Why now?</p> <p>Students will be learning the fundamentals of each sport, developing physical literacy, understanding of techniques and tactics and how to apply to the routine.</p> <p>Students will learn: (Prior assessment may alter starting point & content)</p> <ul style="list-style-type: none"> Understanding of the key safety requirements including the role and importance of spotters. Development of body tension and control through all areas covered. Introduction of swing time, consistency of height and tariffs and how to apply to a short (5 bounce) routine. Understanding of the fitness requirements specific to trampolining. <p>Key skills used:</p> <ul style="list-style-type: none"> Knowledge of the key safety requirements such as safety checks, spotting, getting on and off the trampoline and landing. 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress <p>Use of video analysis (teacher and pupil) to assess strengths and improvements of own performance.</p>	<ul style="list-style-type: none"> ○ Co-ordination ○ Aesthetics ○ Tariffs ○ Body Tension ○ Vision ○ Safety ○ Spotters ○ Landings

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		<ul style="list-style-type: none">• Development of the basic shapes (straight, tuck, pike and straddle) and twists (½ and full twist), basic body landings (seat, front and back landing).• Development of how to choreograph a short 5 bounce routine linking basic shapes, twists and body landings.• Development of the ability to self-assess own performance through video analysis.		
	6	<p>Unit title - Gymnastics</p> <p>Why this? Why now?</p> <p>Students will be learning the fundamentals of each sport, developing physical literacy, understanding of techniques and tactics and how to apply to the game situation.</p> <p>Students will learn: (Prior assessment may alter starting point & content)</p> <ul style="list-style-type: none">• Understanding of the key safety requirements.• Understanding of basic body management and preparation including the importance of warming up and cooling down.• Development of body tension and control through all areas covered.• Introduction to gymnastics - development of individual gymnastics performance.• Understanding of the fitness requirements specific to gymnastics. <p>Key skills used:</p>	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none">➤ Not making expected progress➤ Making expected progress➤ Exceeding expected progress	<ul style="list-style-type: none">○ Co-ordination○ Aesthetics○ Body Tension○ Choreography○ Safety○ Spotters○ Landings

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		<ul style="list-style-type: none"> • Knowledge of the key safety requirements including personal safety and equipment checks. • Development of body preparation including correct stretching. • Development of individual floor skills (individual balances; rolls – log roll, teddy bear roll, forward and backward roll tucked; basic jumps and leaps; headstand; handstand; cartwheel). • Development of how to choreograph an individual floor routine linking a range of individual floor skills. • Development of the ability to self-assess own performance through video analysis. 	Use of video analysis (teacher and pupil) to assess strengths and improvements of own performance.	
	7	<p>Unit title - Fitness</p> <p>Why this? Why now?</p> <p>Students will be learning the fundamentals of each sport, developing physical literacy, understanding of techniques and tactics and how to apply to the game situation.</p> <p>Students will learn: (Prior assessment may alter starting point & content)</p> <ul style="list-style-type: none"> • Skill related fitness components • Health related fitness components • Testing of both health and skill fitness components • Benefits of fitness testing • Warm up /cool down – reasons for and muscles used • Health related benefits of fitness • Activities to improve fitness 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress 	<ul style="list-style-type: none"> ○ Aerobic ○ Anaerobic ○ Skill Related ○ Health Related ○ Components of Fitness ○ Testing

		Key skills used: <ul style="list-style-type: none"> • Demonstrate effective warm up/ cool down independently and leading a group • Components include: HEALTH – Cardiovascular endurance, muscular endurance, muscular strength, body composition and flexibility • SKILL – Agility, balance, coordination, power, reaction time and speed • Participate in tests using correct techniques • Able to carry out test protocol with a partner. 	<p>➤ Exceeding expected progress</p> <p>Use of video analysis (teacher and pupil) to assess strengths and improvements of own performance.</p>	
	8	Unit title - Athletics <p>Why this? Why now?</p> <p>Students will be learning the fundamentals of each sport, developing physical literacy, understanding of techniques and tactics and how to apply to the game situation.</p> <p>Students will learn: (Prior assessment may alter starting point & content)</p> <ul style="list-style-type: none"> • Explore fundamental skills underpinning the actions throwing, running and jumping • Adapt warm-ups appropriate to the different events (pulse raising for 800m+1500m, mobility and power for throwing events) • Development of techniques to increase distance/reduce time • Develop common techniques throughout the different events e.g. transfer of weight on the throwing events • Be able to officiate all events 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>Applying the time / distance to the Athletics Awards scheme; gaining the PB, Bronze, Silver, Gold & Platinum levels.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p>	<ul style="list-style-type: none"> ○ Acceleration ○ Technique ○ Speed ○ Endurance ○ Sling ○ Push ○ Throw ○ Power

		<ul style="list-style-type: none"> Understanding of the fitness requirements specific to different events Link events with fitness components previously taught in the fitness unit. <p>Key skills used:</p> <ul style="list-style-type: none"> Sprinting: Sprint starts; acceleration phase; dip finish Endurance: Starts, bend running, continuous running, sprint finish Throwing: Positioning of body, transfer of weight, arm action Jumping: Approach (run up), take off, flight, and landing Measurements: Use of stop watch, use of tape measure, official techniques of how to officiate each event / discipline 	<ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	
	9	<p>Unit title – Striking and Fielding</p> <p>Why this? Why now?</p> <p>Students will be learning the fundamentals of each sport, developing physical literacy, understanding of techniques and tactics and how to apply to the game situation.</p> <p>Students will learn: (Prior assessment may alter starting point & content)</p> <ul style="list-style-type: none"> Throwing long and short distances. Catching one hand, non-dominant hand, two hands. 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p>	<ul style="list-style-type: none"> ○ Barrier ○ Boundary ○ Transfer of weight ○ Tactics ○ Awareness

	<ul style="list-style-type: none"> • Batting – demonstrate a transfer of weight to get more power Controlled batting with increasing accuracy • Different fielding positions and relationships between them Fielding skills such as long barriers • Understanding of key rules, tactics and scoring <p>Key skills used:</p> <ul style="list-style-type: none"> • How to throw long/short distance demonstrating power • Fundamentals of catching and ‘cushioning’ the ball • Attempting to hit the ball up rather than down to the ground when batting, demonstrating transfer of weight • Different types of bowls – fast, introduce donkey drop • Fielding positions – bowler, bases, deep/short fielders. Relationship between them: bowler/back stop/first base ‘triangle’. • Long barriers • Basic rules: no running inside lines/posts, don’t drop the bat, catch the ball before it bounces and you’re out • Tactics – when to use different bowls, when to change the fielders e.g. take someone off the post or move fielders round for left handed batter. 	<p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	
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1	Unit title: Technical demands of - Netball Why this? Why now? Students will be recalling their learning from year seven and developing the technical demands in the sport; developing team work skills and understanding aspects of the game, with techniques and tactics and applications in various situations. Students will: Prior assessment may alter starting point & content. <ul style="list-style-type: none"> • Examining different dodges. • Revisit marking the player / marking the ball. • 1 handed / 2 handed shooting techniques. • Holding space on side line passes and circle play. • Centre pass, attacking circle pass, defending back line pass. Key skills used: <ul style="list-style-type: none"> • Revisit sprint / feint dodge. Introduce roll-off. • T-Marking / Marking the ball on passes and shooting. • Shooting technique standing still and including stepping in and to the side on one leg. • Different centre pass formations. Order of passing. • Circle throw-ins using side channels. • Attacking circle play using 'split' to get closer to the post. 	Self and peer assessment. Link to the theory component taught. Teacher assessment at the start and end of the unit. Linking in both formative and summative assessment. The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are: <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	<ul style="list-style-type: none"> ○ Invasion ○ Pivot ○ Dodges ○ Shooting techniques ○ Interception ○ Holding Space
	Unit title: Technical demands in – Basketball Students will:	Self and peer assessment. Link to the theory component taught.	<ul style="list-style-type: none"> ○ Dribbling ○ Shooting ○ Passing

	<p>Why this? Why now?</p> <p>Students will be recalling their learning from year seven and developing the technical demands in the sport; developing team work skills and understanding aspects of the game, with techniques and tactics and applications in various situations.</p> <p>Students will: Prior assessment may alter starting point & content.</p> <ul style="list-style-type: none"> Recap on Three correct points of dribbling technique. Recap Three different types of shot. (Jump Shot, Lay-up, Set Shot) progress on from Year 7 SOW. Three different types of Pass. (Bounce, Chest, Over the shoulder in games and practices. Defence and Offence strategies. (Half Court and full court and when is the right time to use which one. Different types of foul and what happens in different scenarios. Knowing of Five violations (Back Court, Travelling and double dribble, 3 seconds in the key and Tip-off violation) <p>Key skills used:</p> <ul style="list-style-type: none"> Dribbling with stronger and weaker hand with the use of around the back. Crossovers and change in direction to beat a defender. Shooting technique standing still, off the dribble and driving towards the basket. Attempt lay-up with weaker hand. 	<p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	<ul style="list-style-type: none"> ○ Tactics ○ Fouls ○ Violations ○ Refereeing ○ Fitness for Basketball
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		<ul style="list-style-type: none"> • Passing to beat an opponent in practices and game scenarios. • Triple threat. • Game understanding with regards to what happens in different situations, with fouls and violations. • Rules of the game. • Half court and full court man-man defence. • Creating space on Offence. • Pupils refereeing the games. 		
	3	<p>Unit title: Technical demands in – Football</p> <p>Students will: Why this? Why now?</p> <p>Students will be recalling their learning from year seven and developing the technical demands in the sport; developing team work skills and understanding aspects of the game, with techniques and tactics and applications in various situations.</p> <p>Students will: Prior assessment may alter starting point & content.</p> <ul style="list-style-type: none"> • Range of passing over different distances; to the player and into space. • Techniques when shooting: inside/outside of the foot, knuckle-ball. • Control of the ball: foot, thigh, chest, head. • Scanning: what can I see? What am I looking for? • Beating a player to create space for yourself/teammates 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	<ul style="list-style-type: none"> ○ Passing - short/long ○ Shooting – variation of technique ○ Control ○ Scanning ○ Tactics ○ Fitness for football

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		<ul style="list-style-type: none"> How do the rules of the game impact on performance? Fitness methods linked - Fartlek, (cardiovascular endurance), weight (muscular endurance) <p>Key skills used:</p> <ul style="list-style-type: none"> The ability to pass with both feet, judging distances and pace of the player receiving the ball. Shot selection depending on the players position on the pitch, position of the goal keeper Scanning pre-first touch to identify and use space. Use feints, swerve, acceleration and deceleration to manipulate the opposition. Being able to plan and implement a training session suitable for improving performance in football. 		
	4	<p>Unit title – Trampolining</p> <p>Why this? Why now?</p> <p>Students will be recalling their learning from year seven and developing the technical demands in the sport; developing team work skills and understanding aspects of the game, with techniques and tactics and applications in various situations.</p> <p>Students will:</p> <p>Prior assessment may alter starting point & content.</p> <ul style="list-style-type: none"> Recap of the key safety requirements including the role and importance of spotters. 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and</p>	<ul style="list-style-type: none"> Safety Expectations Shapes & Twists Basic Body Landings Advanced Twists Somersault Progressions Routines

	<ul style="list-style-type: none"> • Further development of body tension and control through all areas covered. • Introduction to forward rotation: front somersault progressions. • Emphasis on linking moves to perform routines. • Development of swing time, consistency of height and tariffs and how to apply to a 10-bounce routine. • Understanding of the fitness requirements specific to trampolining. • Development and understanding of the roles of a coach and judge, including the understanding of aesthetic appreciation. <p>Key skills used:</p> <ul style="list-style-type: none"> • Re-visit the key safety requirements such as equipment checks, spotting, getting on and off the trampoline and landing. • Further development of the basic shapes (straight, tuck, pike and straddle) and twists ($\frac{1}{2}$ and full twist), basic body landings (seat, front and back landing) • Introduction of advanced twists ($1\frac{1}{2}$ twist, $\frac{1}{2}$ twist into and out of body landings, swivel hips and roller) and front somersault progressions (hands and knees forward turnover to back/feet, $\frac{3}{4}$ front somersault to back). • Development of how to choreograph a 10-bounce routine linking a range of basic and advanced skills. • Development of the ability to self-assess own performance through video analysis. 	<p>understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	
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		<ul style="list-style-type: none"> Development of the ability to provide peers with feedback that links to key words and phrases. 		
	5	<p>Unit title: Gymnastics</p> <p>Why this? Why now?</p> <p>Students will be recalling their learning from year seven and developing the technical demands in the sport; developing team work skills and understanding aspects of the game, with techniques and tactics and applications in various situations.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recap and development of the key safety requirements. Further development of body management and preparation including the importance of warming up, correct stretching and cooling down. Introduction to flexibility training. Development of body tension and control through all areas covered. Introduction to Acro Gymnastics - development of paired gymnastics performance. Understanding of the fitness requirements specific to gymnastics. Development and understanding of the roles of a coach and judge, including the understanding of aesthetic appreciation. <p>Key skills used:</p> <ul style="list-style-type: none"> Re-visit the key safety requirements including personal safety and equipment checks. 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	<ul style="list-style-type: none"> Body Management Body Tension Floorwork Paired work Performance Choreograph Routine development

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		<ul style="list-style-type: none"> • Introduction to safe practice when working in pairs. • Further development of body preparation including warming up, correct stretching, flexibility training and cooling down. • Further development of floor skills with progression to paired skills (individual and paired balances; rolls – log roll, teddy bear roll, forward and backward roll tucked, piked and to straddle stand; jumps including supported, leaps and turns; headstand; handstand and handstand forward roll; cartwheel). • Development of paired performance including matching, mirroring and contrasting. • Development of how to choreograph a sports acro paired routine linking a range of individual and paired floor skills. • Development of the ability to self-assess own performance through video analysis. • Development of the ability to provide peers with feedback that links to key words and phrases. 		
	6	<p>Unit title: Fitness</p> <p>Why this? Why now?</p> <p>Students will be recalling their learning from year seven and developing the technical demands in the sport; developing team work skills and understanding aspects of the game, with techniques and tactics and applications in various situations.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recap components of fitness • Relationship between heart rate and training zone 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and</p>	<ul style="list-style-type: none"> ○ Components of fitness ○ Training methods ○ Heart rate target zone ○ Physical, emotional and social benefits of exercise

		<ul style="list-style-type: none"> Resting heart rate and link to fitness Link training methods to fitness training and how to use the principles of training to develop fitness Recap physical benefits of exercise and understand fitness has a positive effect on lifestyle. <p>Key skills used:</p> <ul style="list-style-type: none"> Evaluate performance by using target zone Use of BORG scale Selected training methods Comparing test scores to Norm tables Developing motivational strategies Use of a PAR-Q Able to identify the principle required to improve fitness (FITT) 	<p>understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	
	7	<p>Unit title: Athletic activities</p> <p>Why this? Why now?</p> <p>Students will be recalling their learning from year seven and developing the technical demands in the sport; developing team work skills and understanding aspects of the game, with techniques and tactics and applications in various situations.</p> <p>Students will:</p> <p>Prior assessment may alter starting point & content.</p> <ul style="list-style-type: none"> Explore fundamental skills underpinning the actions throwing, sprinting, endurance and jumping 	<p>Self and peer assessment. Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>Applying the time / distance to the Athletics Awards scheme; gaining the PB, Bronze, Silver, Gold & Platinum levels.</p>	<ul style="list-style-type: none"> ○ Speed – 100m, 200m, 3/400m. ○ Endurance – 800m, 1500m ○ Throwing – Discus: sling, Javelin: throw, ○ Shot Putt: push ○ Jumping – Long and Triple ○ Relay – 4x100m 4x400m

	<ul style="list-style-type: none"> • Lead warm-ups appropriate to the different events (pulse raising for 800m+1500m, mobility and power for throwing events) • Introduce techniques to increase distance/reduce time/measurement jumped • Develop common techniques throughout the different events e.g. transfer of weight on the throwing events • Be able to officiate all events and recording of scores • Understanding of the fitness requirements specific to different events and link to the various components of fitness, and how, if the component of fitness was improved would their performance be improved. <p>Key skills used: Sprinting: Sprint starts; acceleration phase; dip finish; use of arm drive; use of knee lift Endurance: Starts, bend running, continuous running, sprint finish, cadence of leg strides Throwing: Positioning of body, transfer of weight, arm action, power in the arm, hip action Jumping: Approach (run up), take off, flight, and landing. Techniques of each phase – look at end of pit, arms in front when landing, exit end of pit Measurements:</p>	<p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	
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		Use of stop watch, use of tape measure, official techniques of how to officiate each event / discipline. Recording results for class and self.		
8	<p>Unit title:</p> <p>Why this? Why now?</p> <p>Students will be recalling their learning from year seven and developing the technical demands in the sport; developing team work skills and understanding aspects of the game, with techniques and tactics and applications in various situations.</p> <p>Students will:</p> <p>Prior assessment may alter starting point & content.</p> <ul style="list-style-type: none">• Developing throwing skills – longer distances using greater power. Catching one handed and with non-dominant hand.• Batting – introducing directional hitting. Developing transfer of weight to increase power.• Bowling – developing different bowls and when to use them. Developing bowler's role – understanding different relationship with fielders - strong communication with team as they are the first to see left handed batter etc.• Fielding – application of long barrier, working with other players e.g. chaining throws, going for catches to get players out• Increased knowledge of rules: what happens when it is the last batter etc, scoring. <p>Key skills used:</p>	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none">➤ Not making expected progress➤ Making expected progress➤ Exceeding expected progress	<ul style="list-style-type: none">○ Throwing and catching○ Batting○ Bowling○ Fielding○ Barriers○ Officiate○ Rules○ Tactics	

		<ul style="list-style-type: none"> • Accurate throwing/catching - key decision making regarding who is appropriate to throw to e.g. bowler or fourth base? • Beginning to demonstrate directional hitting in isolation • Bowling when to release the ball – understanding rules e.g. wide ball, body ball, high ball and the zones allowed. • Fielding – clear understanding of different positions and what they do • Clear knowledge and application of rules. • Begin keeping score of matches and helping umpire. 		
	9	<p>Unit title: Badminton</p> <p>Why this? Why now?</p> <p>Students will be recalling their learning from year seven and developing the technical demands in the sport; developing team work skills and understanding aspects of the game, with techniques and tactics and applications in various situations.</p> <p>Students will:</p> <p>Prior assessment may alter starting point & content.</p> <ul style="list-style-type: none"> • Serve: the ability to serve with length. To serve from different starting points, by forehand and backhand, using depth and direction to outwit your opponent. • To use depth and direction on different shots to manoeuvre the opponent • To use effective footwork to manipulate the playing area. 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress 	<ul style="list-style-type: none"> ○ Rules ○ Serving (length) ○ Overhead Clear (power + direction) ○ Drop Shot (touch + direction) ○ Net Shot – underarm touch ○ Net shot – Forehand kill

		<ul style="list-style-type: none"> To perform clear shots (defensive) and drop shots (attacking) to provide opportunities to win points. To use and understand the effects of direction and depth on the opponent. <p>Key skills used:</p> <ul style="list-style-type: none"> Awareness: where is my opponent on the court, and how can I manipulate their weaknesses? Development of variation of serves, incorporating depth and disguise to force the opponent into a weak return. Develop a range of attacking shots on the forehand and backhand side to win points from any position. Creativity: playing a range of shots to exploit space and opponent's weaknesses. Feedback: the ability to use self and peer feedback to improve performance. 	➤ Exceeding expected progress	
9	1	<p>Unit title: Developing the understanding, performance and leadership of - Netball</p> <p>Why this? Why now?</p> <p>Students will be developing their learning from year seven and eight, enhancing their techniques in performance and tactics in the game. They will also be developing their understanding of officiating in sports, alongside leadership of a variety of areas.</p> <p>Students will:</p> <p>Prior assessment may alter starting point & content.</p> <ul style="list-style-type: none"> Decision making skills developed within the game/game scenarios. 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and</p>	<ul style="list-style-type: none"> Tactics/Decision making. Set Plays Blocking Umpiring Skills Fitness for netball

		<ul style="list-style-type: none"> Revisiting set plays, including centre passes, throw-ins, circle play. Blocking attacking players. Confidence in umpiring with a good understanding of all rules. Understanding of the fitness requirements specific to netball. <p>Key skills used:</p> <ul style="list-style-type: none"> Movement around the court, including width using channels. Practising set plays previously learnt. Adapting them to use with different players. Blocking GS, GA and WA on centre passes and circle play. Examining double marking. Learning basic umpiring skills, including non-participants, gaining a school-based umpiring award. 	<p>understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	
	2	<p>Unit title: Developing the understanding, performance and leadership of - Basketball</p> <p>Why this? Why now?</p> <p>Students will be developing their learning from year seven and eight, enhancing their techniques in performance and tactics in the game. They will also be developing their understanding of officiating in sports, alongside leadership of a variety of areas.</p> <p>Students will:</p> <p>Prior assessment may alter starting point & content.</p> <ul style="list-style-type: none"> Recap on Three correct points of dribbling technique. 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and</p>	<ul style="list-style-type: none"> ○ Dribbling, Shooting and Passing recap. ○ Tactics and positions. ○ Fouls ○ Violations ○ Refereeing ○ Positions in offence and defence ○ Fitness for Basketball

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	<ul style="list-style-type: none"> Recap Three different types of shot. (Jump Shot, Lay-up, Set Shot) progress on from Year 8 SOW. Three different types of Pass. (Bounce, Chest, Over the shoulder in games and practices. Different positions. Defence and Offence strategies. (Half Court and full court and when is the right time to use which one and how to use help/cover defence) Different types of foul and what happens in different scenarios. Knowing of eight violations (Back Court, Travelling and double dribble, 3 seconds in the key and Tip-off violation, defence violation under the basket, 8 second rule and charging violation). <p>Key skills used:</p> <ul style="list-style-type: none"> Dribbling with stronger and weaker hand with the use of around the back and through the legs. Crossovers and change in direction to beat a defender in game situations Shooting technique standing still, off the dribble and driving towards the basket on both sides and reverse. Passing to beat an opponent in practices and game scenarios. Selecting the appropriate pass at the correct time. Game understanding with regards to what happens in different situations, with fouls and violations. Team fouls and personal fouls. Rules of the game controlled by pupils. Half court and full court man-man defence. 	<p>understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	
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		<ul style="list-style-type: none"> • Creating space on Offence with the use of a screen and attacking plays. • Pupils refereeing the games and applying rules to the table officials. • Positions of point guard, shooting forward, small forward, post and power forward. 		
	3	<p>Unit title: Developing the understanding, performance and leadership of - Football</p> <p>Why this? Why now?</p> <p>Students will be developing their learning from year seven and eight, enhancing their techniques in performance and tactics in the game. They will also be developing their understanding of officiating in sports, alongside leadership of a variety of areas.</p> <p>Students will: Prior assessment may alter starting point & content.</p> <ul style="list-style-type: none"> • How maintaining possession through accurate passing challenges the opposition and creates space. • Attack: Go forward, maintain possession, support, score. • Defence: Go forward, contest possession, support, close down space. • Transition at pace, having pre-scanned to identify space and areas to attack. • Being able to adapt the tactics to be successful against different team structures. 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	<ul style="list-style-type: none"> ○ Passing - short/long/maintaining possession ○ Principles of attack ○ Principles of defence ○ Transition in play ○ Adapting tactics in play

		<p>Key skills used:</p> <ul style="list-style-type: none"> The ability to pass with both feet, judging distances and pace of the player receiving the ball. Using the first touch to create space and the opportunity to retain possession. Attack at pace, utilising the principles of play and techniques previously learnt. Scanning pre-first touch to identify and use space. In defence, recognising threats and adapting to close them down. Able to perform the basic skills at pace, recognising the weaknesses of the opposition tactics and working to exploit them. 		
	4	<p>Unit title: Developing the understanding, performance and leadership of - Rugby</p> <p>Why this? Why now?</p> <p>Students will be developing their learning from year seven and eight, enhancing their techniques in performance and tactics in the game. They will also be developing their understanding of officiating in sports, alongside leadership of a variety of areas.</p> <p>Students will:</p> <p>Prior assessment may alter starting point & content.</p> <ul style="list-style-type: none"> Development of knowledge of rules of the game. Comprehensive implementation of laws. Mastery of passing, running, agility and tackling. 8-man scrum and lineout, including ruck and maul as platform for attack. Development of kicking. 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress 	<ul style="list-style-type: none"> Rules of the game. Mastery of techniques and skills. Principles of play. Tactics. Teamwork, leadership and leadership teams.

		<ul style="list-style-type: none"> Ideas for breaking down/beating a defence. Creating and maintaining pace in attack. Offloading ball out of contact. Defensive pressure to win ball back. Effective use of turnover ball. Tactical astuteness. Understanding of positional responsibilities. Leadership skills for executing game plan. Joint decision-making. <p>Key skills used:</p> <ul style="list-style-type: none"> Knowledge, understanding and effective implementation of rules as a player within small sided and 15-a-side games. Spin and floated pass; switch and miss pass; looping and back-inside running lines; running from depth and timing/position of pass so runner moves receives ball at speed. Evasive running, creativity, decision-making under pressure. Communication around contact area and varied/disguised passing skills under pressure. Organised defensive positioning; varied tackling to hold territory/slow ball down or aggressive defence to win territory or ball. Tactical knowledge. Reasoning, debating, analysis and evaluation. 	➤ Exceeding expected progress	
	5	<p>Unit title: Developing the understanding, performance and leadership of - Trampolining</p> <p>Why this? Why now?</p> <p>Students will be developing their learning from year seven and eight, enhancing their techniques in performance and tactics in the game. They will also be</p>	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p>	<ul style="list-style-type: none"> ○ Safety Expectations ○ Basic Shapes & Twists ○ Basic Body Landings ○ Advanced Twists

	<p>developing their understanding of officiating in sports, alongside leadership of a variety of areas.</p> <p>Students will: Prior assessment may alter starting point & content.</p> <ul style="list-style-type: none"> Recap of the key safety requirements. Further development of body tension and control through all areas covered. Development of shaped body landings. Development of front somersaults (hands and knees forward turnover to back/feet, $\frac{3}{4}$ front somersault to back, front somersault). Introduction to backward rotation: back somersault progressions. Greater emphasis on linking moves to perform routines that demonstrate the use of swing time, consistency of height and tariffs. Understanding of the fitness requirements specific to trampolining. Further development and understanding of the roles of a coach and judge, including the understanding of aesthetic appreciation. <p>Key skills used:</p> <ul style="list-style-type: none"> Re-visit the key safety requirements such as equipment checks, spotting, getting on and off the trampoline and landing. Further development of the basic shapes (straight, tuck, pike and straddle) and twists ($\frac{1}{2}$ and full twist), basic body landings (seat, front and back landing). 	<p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	<ul style="list-style-type: none"> ○ Somersaults ○ Routines
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		<ul style="list-style-type: none"> • Introduction of further advanced twists (1½ twist, ½ twist into and out of body landings, swivel hips, roller, ½ turntable, cradle, full turntable, cat twist). • Continuation of front somersault progressions (hands and knees forward turnover to back/feet, ¾ front somersault to back, front somersault). • Introduction of back somersault progressions (Back pull over). • Development of routine choreography linking a range of basic and advanced skills. • Development of the ability to self and peer assess performance through video analysis. • Provision of feedback that links to key words and technical phrases. 		
	6	<p>Unit title: Developing the understanding, performance and leadership of - Gymnastics</p> <p>Why this? Why now?</p> <p>Students will be developing their learning from year seven and eight, enhancing their techniques in performance and tactics in the game. They will also be developing their understanding of officiating in sports, alongside leadership of a variety of areas.</p> <p>Students will:</p> <p>Prior assessment may alter starting point & content.</p> <ul style="list-style-type: none"> • Understanding of the key safety requirements. • Understanding of body management and preparation including the importance of warming 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p>	<ul style="list-style-type: none"> ○ Safety Expectations ○ Body Management ○ Floor Skills ○ Paired / Group Skills ○ Trio / Group Performance

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		<p>up, correct stretching, flexibility and strength training and cooling down.</p> <ul style="list-style-type: none"> • Development of body tension and control through all areas covered. • Introduction to Acro Gymnastics - development of trio / group gymnastics performance. • Understanding of the fitness requirements specific to gymnastics. • Further development and understanding of the roles of a coach and judge, including the understanding of aesthetic appreciation. <p>Key skills used:</p> <ul style="list-style-type: none"> • Re-visit the key safety requirements including personal safety, equipment checks and safe practice when working in pairs. • Introduction to safe practice when working in groups. • Further development of body preparation including warming up, correct stretching, flexibility and strength training and cooling down. • Further development of floor skills with progression to paired and group skills (individual, paired and group balances; rolls – log roll, teddy bear roll, forward and backward roll tucked, piked and to straddle stand; jumps including supported, leaps and turns; headstand; handstand and handstand forward roll; cartwheel and round off). • Development of group performance including matching, mirroring and contrasting. • Development of how to choreograph a sports acro trio / group routine linking a range of individual, paired and group floor skills. 	<ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress 	
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		<ul style="list-style-type: none">• Development of the ability to self-assess own performance through video analysis.• Provision of feedback that links to key words and technical phrases.		
7	<p>Unit title: Developing the understanding, performance and leadership of - Fitness</p> <p>Why this? Why now?</p> <p>Students will be developing their learning from year seven and eight, enhancing their techniques in performance and tactics in the game. They will also be developing their understanding of officiating in sports, alongside leadership of a variety of areas.</p> <p>Students will: Prior assessment may alter starting point & content.</p> <ul style="list-style-type: none">• Application of Principles of training to 6-week training programme• Linking SMART targets to training• Goal setting <p>Key skills used:</p> <ul style="list-style-type: none">• Provide evaluation of 6 week training programme• Calculate target hr zone and understand how it relates to improving fitness• Link fitness training methods to fitness requirements in specific sports• Reasons for fitness testing:<ul style="list-style-type: none">○ to identify strengths and/or weaknesses in a performance/the success of a training programme	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none">➤ Not making expected progress➤ Making expected progress➤ Exceeding expected progress	<ul style="list-style-type: none">○ Principles of training○ SMART targets○ Evaluation of PEP○ Methods of Training○ Fitness testing	

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		<ul style="list-style-type: none"> ○ to monitor improvement ○ to show a starting level of fitness ○ to inform training requirements ○ to compare against norms of the group/national averages ○ to motivate/set goals 		
	8	<p>Unit title: Developing the understanding, performance and leadership of - Athletics</p> <p>Why this? Why now?</p> <p>Students will be developing their learning from year seven and eight, enhancing their techniques in performance and tactics in the game. They will also be developing their understanding of officiating in sports, alongside leadership of a variety of areas.</p> <p>Students will: Prior assessment may alter starting point & content.</p> <ul style="list-style-type: none"> ● Explore fundamental skills underpinning the actions throwing, sprinting, endurance and jumping ● Lead warm-ups appropriate to the different events (pulse raising for 800m+1500m, mobility and power for throwing events) ● Introduce techniques to increase distance/reduce time/measurement jumped ● Develop common techniques throughout the different events e.g. transfer of weight on the throwing events ● Be able to officiate all events and recording of scores 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>Applying the time / distance to the Athletics Awards scheme; gaining the PB, Bronze, Silver, Gold & Platinum levels.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none"> ➤ Not making expected progress ➤ Making expected progress 	<ul style="list-style-type: none"> ○ Speed – 100m, 200m, 3/400m. ○ Endurance – 800m, 1500m ○ Throwing – Discus: sling, Javelin: throw, ○ Shot Putt: push ○ Jumping – Long and Triple ○ Relay – 4x100m 4x400m

	<ul style="list-style-type: none"> Understanding of the fitness requirements specific to different events and link to the various components of fitness, and how, if the component of fitness was improved would their performance be improved. <p>Key skills used:</p> <p>Sprinting: Sprint starts; acceleration phase; dip finish; use of arm drive; use of knee lift and drive. Able to give feedback to others on their performance and guide towards improving.</p> <p>Endurance: Starts, bend running, continuous running, sprint finish, cadence of leg strides. Analysis of performance through visual feedback. Pupils timing races, officiating races and monitoring progress over time.</p> <p>Throwing: Positioning of body, transfer of weight, arm action, power in the arm, hip action and follow through of launch. Analysis of performance and feedback to both self and others.</p> <p>Jumping: Approach (run up), take off, flight, and landing. Techniques of each phase – look at end of pit, arms in front when landing, exit end of pit. Pupils are officiating the pit and ensuring all performers observe one another giving guidance on improvements.</p> <p>Measurements: Use of stopwatch, use of tape measure, official techniques of how to officiate each event / discipline. Recording results for class and self.</p>	<p>➤ Exceeding expected progress</p>	
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		Know own PBs so they can aim to improve. Teachers to use previous years times and distances to inform each performer of their previous results.		
9	<p>Unit title: Developing the understanding, performance and leadership of – Striking & Fielding</p> <p>Why this? Why now?</p> <p>Students will be developing their learning from year seven and eight, enhancing their techniques in performance and tactics in the game. They will also be developing their understanding of officiating in sports, alongside leadership of a variety of areas.</p> <p>Students will: Prior assessment may alter starting point & content.</p> <ul style="list-style-type: none">• Specific rules of the game: e.g. if the ball is dropped after stumping a post the stump does not count and they can run on but don't score.• Tactics: why might you use that rule? When you have little or no batters remaining.• Directional hitting• Bowling – communication with team, varying bowls, accuracy of bowls• Fielding – accurate throws, decision making on where to throw to, helping other fielders out if necessary. Understand relationship between 1st base and 3rd base/short fielder to get non-scoring batters out.• Confident umpiring – correct terminology “no ball high/low/wide”, “half rounder scored”, “backwards hit, wait at first” etc.	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start and end of the unit.</p> <p>Linking in both formative and summative assessment.</p> <p>The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are:</p> <ul style="list-style-type: none">➤ Not making expected progress➤ Making expected progress➤ Exceeding expected progress	<ul style="list-style-type: none">○ Rules of the game○ Tactics○ Directional hitting○ Bowling○ Fielding○ Umpiring	

		<p>Scoring – only half a rounder if you don't hit the ball etc.</p> <p>Key skills used:</p> <ul style="list-style-type: none"> • Developing understanding of advanced rules of the game • Developing tactics – knowing when to use them e.g. directional hitting based on where the players are on the field • Batting: ability to hit the ball earlier to result it going left towards fourth base, or later to go towards first base. Ability to use this in isolation and developing it in gameplay – tactically withholding where they are aiming to make it harder for the fielders. • Bowling: developing their bowling technique and improved accuracy • Fielding - ability to play any position – backstop, bowler, bases, deep/short field and know the relationships between the players • Umpiring – applying the rules to the game using correct terminology and scoring. 		
10	1	<p>Unit title: Health and Fitness</p> <p>Why this? Why now?</p> <p>The specification content areas for the <i>Health and Fitness</i> qualification are followed to ensure comprehensive coverage of all required knowledge and skills set out by the exam board. This structured approach guarantees that students are well-prepared for both internal and external assessments, while also gaining a clear</p>	<p>Weekly topic assignments (homework)</p> <p>Content area tests (at the end of each CA – 1-8)</p> <p>Articulation of responses with lesson</p>	<ul style="list-style-type: none"> ○ Posterior ○ Anterior ○ Skeletal ○ Muscular ○ Cardiovascular ○ Respiratory

		<p>understanding of health and fitness principles relevant to real-world, to ensure students remain fit and healthy.</p> <p>Students will know: The details of content area one – the anatomy and physiology of the human body; applying this knowledge to how it can impact sporting performance.</p> <p>Students will be able to: Understand the key topics of the first content area of the specification. They will be able to link in their own experiences in sporting activities and link to the anatomical aspects. Students will have the confidence to share these. They will be able to show their learning in the end of content area test and know this data is tracked and monitored to ensure they are making progress.</p> <p>Specification: Health and Fitness</p>	<p>Application of understanding to both –</p> <ul style="list-style-type: none"> ○ 'Do now' tasks ○ Blue zone tasks 	
	2	<p>Unit title: Health and Fitness</p> <p>Why this? Why now? The specification content areas for the <i>Health and Fitness</i> qualification are followed to ensure comprehensive coverage of all required knowledge and skills set out by the exam board. This structured approach guarantees that students are well-prepared for both internal and external assessments, while also gaining a clear understanding of health and fitness principles relevant to real-world, to ensure students remain fit and healthy.</p> <p>Students will know:</p>	<p>Weekly topic assignments (homework)</p> <p>Content area tests (at the end of each CA – 1-8)</p> <p>Articulation of responses with lesson</p> <p>Application of understanding to both –</p> <ul style="list-style-type: none"> ○ 'Do now' tasks ○ Blue zone tasks 	<ul style="list-style-type: none"> ○ Bradycardia ○ Muscular hypertrophy ○ Cardiac hypertrophy ○ Decreased resting heart rate ○ Blood pressure ○ Agility ○ Balance ○ Co-ordination ○ Power ○ Reaction Time

		<p>The details of content area two – the effects of health and fitness activities on the body; applying this knowledge to how it can impact performance. Content area three – Health and fitness and the components of fitness, learning about the skill and health related components. Linking in the content area five, testing and developing components of fitness.</p> <p>Students will be able to: Understand the key topics of the second, third and fifth content area of the specification. They will be able to link in their own experiences in sporting activities and link to the anatomical aspects. Students will have the confidence to share these. They will be able to show their learning in the end of content area test and know this data is tracked and monitored to ensure they are making progress.</p> <p>Specification: Health and Fitness</p>		<ul style="list-style-type: none"> ○ Speed ○ Body Composition ○ Cardiovascular endurance ○ Muscular endurance ○ Muscular strength ○ Flexibility
	3	<p>Unit title: Health and Fitness</p> <p>Why this? Why now?</p> <p>The specification content areas for the <i>Health and Fitness</i> qualification are followed to ensure comprehensive coverage of all required knowledge and skills set out by the exam board. This structured approach guarantees that students are well-prepared for both internal and external assessments, while also gaining a clear understanding of health and fitness principles relevant to real-world, to ensure students remain fit and healthy.</p> <p>Students will know:</p>	<p>Weekly topic assignments (homework)</p> <p>Content area tests (at the end of each CA – 1-8)</p> <p>Articulation of responses with lesson</p> <p>Application of understanding to both –</p> <ul style="list-style-type: none"> ○ 'Do now' tasks ○ Blue zone tasks 	<ul style="list-style-type: none"> ○ Specificity ○ Progression ○ Overload ○ Reversibility ○ Overload ○ Tedium ○ Frequency ○ Intensity ○ Time ○ Type

		<p>The details of content area four – principles of training (SPORT FITT); applying this knowledge to how it can impact training and performance.</p> <p>Students will be able to: Understand the key topics of the fourth content area of the specification. They will be able to link in their own experiences in sporting activities and link to the anatomical aspects. Students will have the confidence to share these. They will be able to show their learning in the end of content area test and know this data is tracked and monitored to ensure they are making progress.</p> <p>Specification: Health and Fitness</p>		<ul style="list-style-type: none"> ○ Validity ○ Reliability
	4	<p>Unit title: Health and Fitness</p> <p>Why this? Why now? The specification content areas for the <i>Health and Fitness</i> qualification are followed to ensure comprehensive coverage of all required knowledge and skills set out by the exam board. This structured approach guarantees that students are well-prepared for both internal and external assessments, while also gaining a clear understanding of health and fitness principles relevant to real-world, to ensure students remain fit and healthy.</p> <p>Students will know:</p>	<p>Weekly topic assignments (homework)</p> <p>Content area tests (at the end of each CA – 1-8)</p> <p>Articulation of responses with lesson</p> <p>Application of understanding to both –</p> <ul style="list-style-type: none"> ○ 'Do now' tasks ○ Blue zone tasks 	<ul style="list-style-type: none"> ○ Activity Levels ○ Rest & Recovery ○ Diet ○ Sleep ○ Recreational drugs ○ Performance enhancing drugs

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		<p>The details of content area six – impact of lifestyle on health and fitness; applying this knowledge to how it can impact training.</p> <p>Students will be able to: Understand the key topics of the fifth content area of the specification. They will be able to link in their own experiences in sporting activities and link to the anatomical aspects. Students will have the confidence to share these. They will be able to show their learning in the end of content area test and know this data is tracked and monitored to ensure they are making progress.</p> <p>Specification: Health and Fitness</p>		
	5	<p>Unit title: Health and Fitness</p> <p>Why this? Why now? The specification content areas for the <i>Health and Fitness</i> qualification are followed to ensure comprehensive coverage of all required knowledge and skills set out by the exam board. This structured approach guarantees that students are well-prepared for both internal and external assessments, while also gaining a clear understanding of health and fitness principles relevant to real-world, to ensure students remain fit and healthy.</p> <p>Students will know:</p>	<p>Weekly topic assignments (homework)</p> <p>Content area tests (at the end of each CA – 1-8)</p> <p>Articulation of responses with lesson</p> <p>Application of understanding to both –</p> <ul style="list-style-type: none"> ○ 'Do now' tasks ○ Blue zone tasks 	<ul style="list-style-type: none"> ○ Goal Setting ○ Collect ○ Use ○ Analyse ○ Evaluate ○ Specific ○ Measurable ○ Achievable ○ Realistic ○ Time Bound

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		<p>The details of content area seven – applying health and fitness analysis and setting goals; applying this knowledge to how it can impact training and performance.</p> <p>Students will be able to: Understand the key topics of the seventh content area of the specification. They will be able to link in their own experiences in sporting activities and link to the anatomical aspects. Students will have the confidence to share these. They will be able to show their learning in the end of content area test and know this data is tracked and monitored to ensure they are making progress.</p> <p>Specification: Health and Fitness</p>		
	6	<p>Unit title: Health and Fitness</p> <p>Why this? Why now? The specification content areas for the <i>Health and Fitness</i> qualification are followed to ensure comprehensive coverage of all required knowledge and skills set out by the exam board. This structured approach guarantees that students are well-prepared for both internal and external assessments, while also gaining a clear understanding of health and fitness principles relevant to real-world, to ensure students remain fit and healthy.</p> <p>Students will know:</p>	<p>Weekly topic assignments (homework)</p> <p>Content area tests (at the end of each CA – 1-8)</p> <p>Articulation of responses with lesson</p> <p>Application of understanding to both –</p> <ul style="list-style-type: none"> ○ 'Do now' tasks ○ Blue zone tasks 	<ul style="list-style-type: none"> ○ PAR-Q ○ Lifestyle Questionnaire ○ Health & Safety ○ Session Plan ○ Warm up ○ Main session ○ Cool down ○ Reviewing the activity ○ Timescales

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		<p>The details of content area eight – Structure of a health and fitness programme and to prepare safely; applying this knowledge to how it can impact training and performance.</p> <p>Students will be able to: Understand the key topics of the fourth content area of the specification. They will be able to link in their own experiences in sporting activities and link to the anatomical aspects. Students will have the confidence to share these. They will be able to show their learning in the end of content area test and know this data is tracked and monitored to ensure they are making progress.</p> <p>Specification: Health and Fitness</p>		
<h1>11</h1>	<p>1</p>	<p>Unit title: Health and Fitness</p> <p>Why this? Why now?</p> <p>The specification content areas for the <i>Health and Fitness</i> qualification are followed to ensure comprehensive coverage of all required knowledge and skills set out by the exam board. This structured approach guarantees that students are well-prepared for both internal and external assessments, while also gaining a clear understanding of health and fitness principles relevant to real-world, to ensure students remain fit and healthy.</p>	<p>Weekly topic assignments (homework)</p> <p>Content areas 1-8 mock exam</p> <p>Articulation of responses with lesson</p> <p>Application of understanding to both –</p> <ul style="list-style-type: none"> ○ 'Do now' tasks ○ Blue zone tasks 	<ul style="list-style-type: none"> ○ Revision ○ Recall ○ Retrieval ○ Flash cards ○ Mnemonics ○ Acronyms ○ Exam questions

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		<p>Students will know: Revise the details of content areas one to eight – recalling details of learning and applying this knowledge to the mock exam; and to the NEA (60% of grade).</p> <p>Students will be able to: Understand the key topics of all content areas of the specification. They will be able to link in their own experiences in sporting activities and link to all aspects. Students will have the confidence to share these. They will be able to show their learning in the content area 1-8 mock test and know this data is tracked and monitored to ensure they are making progress.</p> <p>Pupils will link their learning to how to produce the NEA at the best of their ability.</p> <p>Specification: Health and Fitness</p>		
	2	<p>Unit title: Health and Fitness</p> <p>Why this? Why now? The specification content areas for the <i>Health and Fitness</i> qualification are followed to ensure comprehensive coverage of all required knowledge and skills set out by the exam board. This structured approach guarantees that students are well-prepared for both internal and external assessments, while also gaining a clear understanding of health and fitness principles relevant to real-world, to ensure students remain fit and healthy.</p>	<p>Weekly topic assignments (homework)</p> <p>Content areas 1-8 mock exam and start of NEA</p> <p>Articulation of responses with lesson</p> <p>Application of understanding to both –</p> <ul style="list-style-type: none"> ○ 'Do now' tasks ○ Blue zone tasks 	<ul style="list-style-type: none"> ○ Revision ○ Recall ○ Retrieval ○ Flash cards ○ Mnemonics ○ Acronyms ○ Exam questions

		<p>Students will know: Retrieval of the details of content areas one to eight – recalling details of learning and application of their knowledge to produce the NEA (60% of grade) working through tasks 1 to 6.</p> <p>Students will be able to: Understand the key topics of all content areas of the specification. They will be able to link in their own experiences in sporting activities and link to all aspects. Students will have the confidence to share these. They will be able to show their learning in the content area 1-8 mock test and know this data is tracked and monitored to ensure they are making progress.</p> <p>Pupils will link their learning to how to produce the NEA at the best of their ability.</p> <p>Specification: Health and Fitness</p>		
	3	<p>Unit title: Health and Fitness</p> <p>Why this? Why now? The specification content areas for the <i>Health and Fitness</i> qualification are followed to ensure comprehensive coverage of all required knowledge and skills set out by the exam board. This structured approach guarantees that students are well-prepared for both internal and external assessments, while also gaining a clear understanding of health and fitness principles relevant to real-world, to ensure students remain fit and healthy.</p>	<p>Weekly topic assignments (homework)</p> <p>Content areas 1-8 NEA</p> <p>Articulation of responses with lesson</p> <p>Application of understanding to both –</p> <ul style="list-style-type: none"> ○ 'Do now' tasks ○ Blue zone tasks 	<ul style="list-style-type: none"> ○ Revision ○ Recall ○ Retrieval ○ Flash cards ○ Mnemonics ○ Acronyms ○ Exam questions

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		<p>Students will know: Application of their knowledge to produce the NEA (60% of grade) working through tasks 1 to 6.</p> <p>Students will be able to: Understand the key topics of all content areas of the specification. They will be able to link in their own experiences in sporting activities and link to all aspects. Students will have the confidence to share these. They will be able to show their learning in the content area 1-8 mock test and know this data is tracked and monitored to ensure they are making progress.</p> <p>Pupils will link their learning to how to produce the NEA at the best of their ability.</p> <p>Specification: Health and Fitness</p>		
	4	<p>Unit title: Health and Fitness</p> <p>Why this? Why now? The specification content areas for the <i>Health and Fitness</i> qualification are followed to ensure comprehensive coverage of all required knowledge and skills set out by the exam board. This structured approach guarantees that students are well-prepared for both internal and external assessments, while also gaining a clear understanding of health and fitness principles relevant to real-world, to ensure students remain fit and healthy.</p>	<p>Weekly topic assignments (homework)</p> <p>Content areas 1-8 NEA</p> <p>Articulation of responses with lesson</p> <p>Application of understanding to both –</p> <ul style="list-style-type: none"> ○ 'Do now' tasks ○ Blue zone tasks 	<ul style="list-style-type: none"> ○ Revision ○ Recall ○ Retrieval ○ Flash cards ○ Mnemonics ○ Acronyms ○ Exam questions

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		<p>Students will know: Completion of their knowledge to produce the NEA (60% of grade) working through tasks 1 to 6.</p> <p>Students will be able to: Understand the key topics of all content areas of the specification. They will be able to link in their own experiences in sporting activities and link to all aspects. Students will have the confidence to share these. They will be able to show their learning in the content area 1-8 mock test and know this data is tracked and monitored to ensure they are making progress.</p> <p>Pupils will link their learning to how to produce the NEA at the best of their ability.</p> <p>Specification: Health and Fitness</p>		
	5	<p>Unit title: Health and Fitness</p> <p>Why this? Why now? The specification content areas for the <i>Health and Fitness</i> qualification are followed to ensure comprehensive coverage of all required knowledge and skills set out by the exam board. This structured approach guarantees that students are well-prepared for both internal and external assessments, while also gaining a clear understanding of health and fitness principles relevant to real-world, to ensure students remain fit and healthy.</p>	<p>Weekly topic assignments (homework)</p> <p>Content areas 1-8 revision</p> <p>Articulation of responses with lesson</p> <p>Exam question responses</p> <p>Revision</p>	<ul style="list-style-type: none"> ○ Revision ○ Recall ○ Retrieval ○ Flash cards ○ Mnemonics ○ Acronyms ○ Exam questions

		<p>Students will know: How to answer the exam questions; working on how to answer each question – short and longer answer questions.</p> <p>Students will be able to: Understand the key topics of all content areas of the specification. They will be able to answer all questions throughout the exam paper. Students will have the confidence to respond to all questions. They will be able to show their learning in the content area 1-8 exam style questions and know this data is tracked and monitored to ensure they are making progress.</p> <p>Pupils will link their learning to how to produce the best possible response.</p> <p>Specification: Health and Fitness</p>	<p>Application of understanding to both –</p> <ul style="list-style-type: none"> ○ 'Do now' tasks ○ Blue zone tasks 	
	6	<p>Unit title: Health and Fitness</p> <p>Why this? Why now? The specification content areas for the <i>Health and Fitness</i> qualification are followed to ensure comprehensive coverage of all required knowledge and skills set out by the exam board. This structured approach guarantees that students are well-prepared for both internal and external assessments, while also gaining a clear understanding of health and fitness principles relevant to real-world, to ensure students remain fit and healthy.</p>	<p>Weekly topic assignments (homework)</p> <p>Content areas 1-8 revision</p> <p>Articulation of responses with lesson</p> <p>Exam question responses</p> <p>Revision</p>	<ul style="list-style-type: none"> ○ Revision ○ Recall ○ Retrieval ○ Flash cards ○ Mnemonics ○ Acronyms ○ Exam questions

	<p>Students will know: How to answer the exam questions; working on how to answer each question – short and longer answer questions.</p> <p>Students will be able to: Understand the key topics of all content areas of the specification. They will be able to answer all questions throughout the exam paper. Students will have the confidence to respond to all questions. They will be able to show their learning in the content area 1-8 exam style questions and know this data is tracked and monitored to ensure they are making progress.</p> <p>Pupils will link their learning to how to produce the best possible response.</p> <p>Specification: Health and Fitness</p>	<p>Application of understanding to both –</p> <ul style="list-style-type: none"> ○ 'Do now' tasks ○ Blue zone tasks 	
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